Revitalizing, Enhancing, and Promoting Aboriginal Languages

Strategies for Supporting Aboriginal Languages

Northwest Territories Education, Culture and Employment

The Honourable Jake Ootes
Minister
Education, Culture and Employment

The people of the Northwest Territories represent a rich mosaic of cultures and languages. A strong sense of cultural identity helps people create healthy communities. At the core of our cultural identity is our mother tongue.

The Department of Education, Culture and Employment envisions a society where people work together to develop a vision for learning in the community, and where they develop and deliver those programs and services necessary to ensure this vision is translated into action.

It is critical that individuals, families and communities take the lead role in revitalizing, enhancing and promoting their languages. As the Minister responsible for official languages, I will work with Aboriginal language communities to ensure that legislation, policy, programs and services are in place to support those communities' language goals.

"My dad used to force us to speak Inuvialuktun at home: my parents used to speak to us in Inuvialuktun and refused to listen to us in English."

Rosie Albert
Inuvialuit Elder

"Language is important. Each tribe needs to keep their own language, it's part of our bodies, it's from our ancestors, it's beautiful. We have to keep it for our whole life."

Elizabeth Mackenzie
Dogrib Elder

"Language is like a tranquilizer – it calms you."

Margaret Kurzewski
Cree Elder

CONTENTS

EXECUTIVE SUMMARY i

INTRODUCTION 1

THE ABORIGINAL LANGUAGES OF THE NORTHWEST TERRITORIES 3

- THE OFFICIAL ABORIGINAL LANGUAGES OF THE NWT 3
- THE HEALTH OF ABORIGINAL LANGUAGES IN THE NORTHWEST TERRITORIES 3
- TRENDS AFFECTING THE HEALTH OF ABORIGINAL LANGUAGES 5
- DEFINING ABORIGINAL LANGUAGE COMMUNITIES 7
- DENE LANGUAGES 8
  - Chipewyan 9
  - Dogrib 10
  - Gwich'in 11
  - Slavey (North And South) 12
- CREE 13
- INUIT LANGUAGES (INUVIALUKTUN AND INUINNAQTUN) 15

REVERSING THE TREND: CREATING HEALTHY ABORIGINAL LANGUAGES 17

- REVITALIZING ABORIGINAL LANGUAGES 17
- THE ROLE OF ABORIGINAL LANGUAGE COMMUNITIES 17
- THE ROLE OF GOVERNMENT 19
  - Goal 1 21
  - Goal 2 25
  - Goal 3 30
  - Goal 4 37

LOOKING TO THE FUTURE... 41

STATISTICS ..... APPENDIX 1

IMPLEMENTATION PLAN ..... APPENDIX 2

RESOURCES FOR ABORIGINAL LANGUAGE PROGRAMS ..... APPENDIX 3

INTRODUCTION

During various consultations related to the development of the Department of Education, Culture and Employment's Strategic Plan, Aboriginal people in the Northwest Territories (NWT) expressed the desire to see their languages used on a daily basis in the home, the community, the school and in contacts with government. This day-to-day use and visibility of the languages are seen as a return to a healthy language.

The Government of the Northwest Territories (GNWT) values and supports the use of Aboriginal languages. Some of its initiatives include the Official Languages Act of the NWT (1984), the development of an Official Languages Policy in 1997, the establishment of various programs in support of community language activities and the development of Aboriginal language programs for students and teachers. In spite of these initiatives, the number of Aboriginal language speakers is still in decline.

Improving the health of Aboriginal languages in the NWT is a complex task. No single initiative will be successful by itself. Government and Aboriginal language communities must work together to develop and implement coordinated strategies that will ensure a healthy future for Aboriginal languages.

THE ABORIGINAL LANGUAGES OF THE NORTHWEST TERRITORIES

The NWT is home to Canada's second largest concentration of Aboriginal citizens, comprising nearly half of its population. As defined in the *Official Languages Act*, the official Aboriginal languages of the NWT are: Chipewyan, Cree, Dogrib, Gwich'in, Inuktitut (including Inuinnaqtun and Inuvialuktun) and Slavey (including North Slavey and South Slavey).

Nearly 40% of the NWT's Aboriginal population reported the ability to speak an Aboriginal language. Nearly 35% of them are over the age of 45 (2,490 - Canada Census of 1996). Statistics for most Aboriginal languages show a persistent and dramatic decline in the number of young speakers.

A number of factors and trends are contributing to the declining health of the NWT's Aboriginal languages.

- English is the dominant language in Canada.
- The intergenerational transmission of languages was interrupted by the attendance of students in residential schools.
- The segment of the population that is most fluent in Aboriginal languages is aging quickly.
- There is a marked migration from small, mainly aboriginal communities, to larger mixed communities where support for Aboriginal languages is not as strong.
- Media, such as radio, television, print and Internet, are primarily available in English.

REVERSING THE TREND: CREATING HEALTHY ABORIGINAL LANGUAGES

Languages can survive only if their transmission from one generation to the next is assured. The primary responsibility for ensuring the viability of Aboriginal languages resides with the family and the community.

The GNWT has developed a number of programs and services, which are intended to contribute to the health of Aboriginal languages. These focus on four key areas:

1. Support Aboriginal language communities to develop and implement Strategic Language Plans for the revitalization, enhancement and promotion of their languages.
2. Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to-day activities.
3. Create a learning environment that supports the Aboriginal language communities' efforts to revitalize Aboriginal languages.
4. Provide reasonable access to government programs and services in Aboriginal languages.

This document provides a more detailed outline of these strategies.

103-04243/

A SHARED VISION: HEALTHY ABORIGINAL LANGUAGES

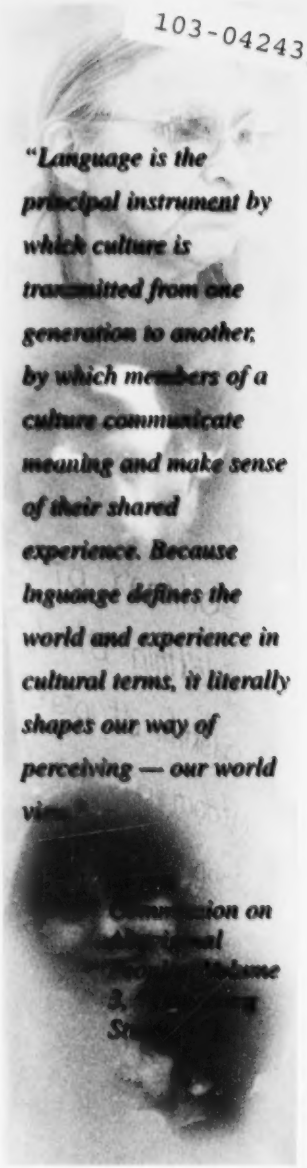
Aboriginal people in the Northwest Territories (NWT) want to be able to use their languages on an everyday basis. They want their languages to be spoken in the home and in the community; they want their languages to be taught in their schools; and they want government programs and services to be accessible in their languages. This level of use is what defines a language as healthy.

The Government of the Northwest Territories (GNWT) has demonstrated that it shares this vision by:

- enacting the *Official Languages Act of the NWT* (1984), conferring official status to six Aboriginal languages: Chipewyan, Cree, Dogrib, Gwich'in, Inuktitut (including Inuinnaqtun and Inuvialuktun) and Slavey (including North Slavey and South Slavey);
- developing an Official Languages Policy in 1997 that provides for reasonable access to government programs and services in the official languages of the NWT;
- providing a variety of funding programs in support of community-based Aboriginal language development and enhancement; and
- offering Aboriginal language programs to students and to teachers.

Despite these efforts, the health of many of the NWT's official Aboriginal languages has continued to decline. This situation is not unique to the North. Indeed, it was important enough on a national level to be addressed by the Royal Commission on Aboriginal Peoples (RCAP).

The Commission's report, released in 1996, stressed that intergenerational transmission of language is necessary for languages to stay healthy, and that Aboriginal communities and families are more important than formal institutions in making sure that this happens. The report provided specific recommendations on what can be done to revitalize and enhance Aboriginal language use. The common theme in these recommendations is that the responsibility for the revitalization of Aboriginal languages should reside with Aboriginal communities, and that the role of government should be to support their efforts.



"Language is the principal instrument by which culture is transmitted from one generation to another, by which members of a culture communicate meaning and make sense of their shared experience. Because language defines the world and experience in cultural terms, it literally shapes our way of perceiving — our world vi

ion on

Volume

103-04243/

A SHARED VISION: HEALTHY ABORIGINAL LANGUAGES

Aboriginal people in the Northwest Territories (NWT) want to be able to use their languages on an everyday basis. They want their languages to be spoken in the home and in the community; they want their languages to be taught in their schools; and they want government programs and services to be accessible in their languages. This level of use is what defines a language as healthy.

The Government of the Northwest Territories (GNWT) has demonstrated that it shares this vision by:

- enacting the *Official Languages Act of the NWT* (1984), conferring official status to six Aboriginal languages: Chipewyan, Cree, Dogrib, Gwich'in, Inuktitut (including Inuinnaqtun and Inuvialuktun) and Slavey (including North Slavey and South Slavey);
- developing an Official Languages Policy in 1997 that provides for reasonable access to government programs and services in the official languages of the NWT;
- providing a variety of funding programs in support of community-based Aboriginal language development and enhancement; and
- offering Aboriginal language programs to students and to teachers.

Despite these efforts, the health of many of the NWT's official Aboriginal languages has continued to decline. This situation is not unique to the North. Indeed, it was important enough on a national level to be addressed by the Royal Commission on Aboriginal Peoples (RCAP).

The Commission's report, released in 1996, stressed that intergenerational transmission of language is necessary for languages to stay healthy, and that Aboriginal communities and families are more important than formal institutions in making sure that this happens. The report provided specific recommendations on what can be done to revitalize and enhance Aboriginal language use. The common theme in these recommendations is that the responsibility for the revitalization of Aboriginal languages should reside with Aboriginal communities, and that the role of government should be to support their efforts.

"Language is the principal instrument by which culture is transmitted from one generation to another, by which members of a culture communicate meaning and make sense of their shared experience. Because language defines the world and experience in cultural terms, it literally shapes our way of perceiving — our world view."

Royal Commission on Aboriginal Peoples, Volume 3, "Gathering Strength"

DEFINING A ROLE FOR GOVERNMENT

In 1994, the Department of Education, Culture and Employment (ECE) consulted with communities on a variety of issues while developing its long-term strategic plan, **"People – Our Focus for the Future: A Strategy to 2010"**. During those consultations, ECE was told that communities, not government, should set priorities for language activities and that communities should have greater responsibility and control over these activities. ECE responded by committing, in its strategic plan, to help communities achieve their language goals by gradually transferring resources for language activities to them.

In 1996, acting on this commitment, ECE undertook further consultations in the NWT to develop a plan for transferring responsibilities for Aboriginal language revitalization, enhancement and promotion. A consistent message that came out of this round of consultations was that government should support Aboriginal language communities to develop and implement multi-faceted language strategies to meet these needs.

Improving the health of Aboriginal languages in the NWT will only be successful if Government and Aboriginal communities work together to develop and implement coordinated strategies. This document outlines what the GNWT is doing to support the vision of healthy Aboriginal languages. It is intended to be a 'work in progress' that will be modified as Aboriginal language communities continue to articulate their needs, define their priorities and take greater responsibility for achieving their language goals.

In shaping its strategies in support of Aboriginal languages, the GNWT has been guided by the following principles:

- The languages and cultures of the NWT are valued and will be the foundation for the development and delivery of programs and services.
- Primary responsibility for ensuring the survival of languages rests with the individual, the family and the language community.
- Responsibility, authority and accountability for programs and services related to Aboriginal languages will be devolved to the greatest extent possible. This will ensure that the programs and services are responsive to the needs of the people they serve, enabling them to achieve their goals.

The role of government is to support Aboriginal language communities to achieve their goals for their languages.

THE OFFICIAL ABORIGINAL LANGUAGES OF THE NORTHWEST TERRITORIES

The Northwest Territories (NWT) is home to Canada's second largest concentration of Aboriginal citizens. In a total population of 39,460 (Canada Census 1996), some 19,000 (48.1%) have declared Aboriginal ancestry. In recognition of this important segment of its population, the Government of the Northwest Territories (GNWT) has implemented the most advanced legislation and policies in Canada for the maintenance, promotion and revitalization of Aboriginal languages. The *Official Languages Act of the Northwest Territories* recognizes Chipewyan, Cree, Dogrib, Gwich'in, Inuktitut (including Inuinnaqtun and Inuvialuktun), and Slavey (including North Slavey and South Slavey) in addition to English and French as official languages.

THE HEALTH OF ABORIGINAL LANGUAGES IN THE NORTHWEST TERRITORIES

The use and health of Aboriginal languages varies throughout the NWT. Although nearly half of the NWT's population is of Aboriginal ancestry, mother tongue statistics from the 1996 Census show that 76% of people in the NWT report English as their first language while less than 15% report an Aboriginal language. Another 2% of the population reports French as their first language.

Looking only at the figures for the Aboriginal population, we see that 39% of Aboriginal people in the NWT reported being able to speak an Aboriginal language, that 31% reported an Aboriginal language as their mother tongue, but that fewer than 16% reported an Aboriginal language as their home language.

People over the age of 45 make up about 17% of the total Aboriginal population. However, this group represents nearly 35% of all speakers of these languages. Actual numbers range from a high of 82% for Gwich'in to a low of 20% for Dogrib. (Refer to Appendix I for more detailed information). There has been a persistent and dramatic decline in the number of young speakers within most Aboriginal language communities.

Overall, the health of Aboriginal languages in the NWT is poor. Less than half of the Aboriginal population speak an Aboriginal language, a smaller number use an Aboriginal language in the home, and fewer young people are learning their language.

Comparing census data for home language with data for mother tongue reveals trends in language loss, which can be characterized as the "change index" for use of that language.

Use of Aboriginal Languages In the Northwest Territories
Change Index

	Inuktitut*	Slavey	Dogrib	Chipewyan	Gwich'in	Cree
Mother Tongue	835	2075	2000	515	250	185
Home Language	160	1190	1355	210	40	30
Change Index	-80.90%	-42.70%	-32.30%	-59.20%	-84.00%	-83.80%

Source: 1996 Census

(*Inuktitut includes Inuvialuktun and Inuinnaqtun)

Language community: refers to the community of people who trace their heritage to speakers of a particular language, whether or not they themselves speak that language.

Mother Tongue: refers to the first language learned in childhood and still understood by the individual. If more than one language was learned and they are still understood, respondents were asked to report the one spoken most often at home before starting school. If the languages were used equally often, the respondent was requested to report each.

Statistics Canada, Language – 1996
Census Results – NWT

Home Language: refers to the language spoken at home by the respondent at the time of the census. If more than one language was spoken, respondents were asked to report the one spoken most often at home. If the languages were used equally often, the respondent was asked to report each.

Statistics Canada, Language – 1996
Census Results – NWT

TRENDS AFFECTING THE HEALTH OF ABORIGINAL LANGUAGES

A number of trends are contributing to the declining health of Aboriginal languages in the NWT. Today, the predominance of English in the North and in Canada means that communications and media are generally available in English only. Few written materials have been developed in Aboriginal languages. Most residential schools and past public policies discouraged the use of Aboriginal languages, resulting in a generation of parents who have lost their language. These, and other factors, have worked against the intergenerational transmission of Aboriginal languages.

Most Aboriginal people live in small, often isolated communities, near their families' traditional lands and where the use of Aboriginal languages is generally predominant. More and more, however, people are moving from smaller communities to larger centres. In the larger communities, English is the dominant language. Typically, larger communities have a mixed Aboriginal population speaking a variety of languages and dialects. If this trend continues, in the near future the majority of Aboriginal people will live in larger centres where, due in part to the diversity of languages present, little may be available in the way of support for Aboriginal languages.

Other trends which are likely to have a negative impact on the use of Aboriginal languages in the NWT include:

- greater Aboriginal participation in a labour force where English is the language of the work place,
- the aging of that segment of the Aboriginal community which is most fluent in the Aboriginal language,
- the lack of materials in Aboriginal languages used for leisure activities (reading, television), and
- the increasing popularity of the Internet, in which information is available primarily in English. (Although the Internet offers tremendous tools to support Aboriginal languages, this potential is not being utilized at this time.)

DEFINING ABORIGINAL LANGUAGE COMMUNITIES

Available census information makes it difficult to estimate the number of people who belong to the NWT's Aboriginal language communities.

Census Canada figures provide population statistics for people of Aboriginal ancestry in the NWT, but only for "Dene", "Métis" and "Inuit", which is not sufficient for estimating the size of the language communities. The Census Canada statistics do provide "mother tongue" and "home language" figures for each Aboriginal language, but these categories include only a portion of the language communities.

Mother tongue and home language statistics do not include other members of the language communities who do not speak, or have never learned, their Aboriginal language. In order to arrive at population figures for the NWT's Aboriginal language communities, it is necessary to refer to other sources of data.

Band enrollment figures are available for Dene and Cree speakers and, in most cases, bands correspond with specific language groups. Assuming that most Metis belong to the language community represented in their geographic community (which will be true mainly for smaller communities), we can arrive at estimates for each of the Dene and Cree language communities. For the Inuvialuit language community we can rely on their records for the number of beneficiaries under their land claim.

For the sake of consistency, 1998 has been used as the baseline for calculating populations for each of the language communities.

Language	Population	% of Aboriginal Population	% of Total Population
Chipewyan	2,208	11.34	5.38
Cree	685	3.52	1.67
Dogrib	4,138	21.26	10.09
Gwich'in	2,397	12.31	5.84
Inuktitut	4,131	21.22	10.07
North Slavey	2,162	11.11	5.27
South Slavey	3,745	19.24	9.13
Total Aboriginal Pop.	**19,466**		

Appendix I shows the complete set of population figures used in this report.

"The leader's job was the survival of the people. By the same principle, they have come to pass on to the next generation so that the people never become extinct. The treasure is their language."

John B. Zoe
Dogrib

DENE

DENE LANGUAGES

The Dene languages spoken in the Northwest Territories are: Chipewyan, Dogrib, Gwich'in and Slavey (including North Slavey and South Slavey). These languages are part of the larger "Athapaskan" language family that extends throughout western North America.

As with other Aboriginal languages in North America, Dene languages are rooted in oral traditions. The development of a written tradition is recent. Initially, syllabics and Roman orthographies were used for writing, depending on the Dene language. In an effort to develop a common writing system and develop a body of written material, in 1986, the Task Force on Aboriginal Languages recommended that the writing systems for Dene languages be standardized. The GNWT undertook action to implement this recommendation and issued the Dene Standardization Project report in 1989. All Dene languages spoken in the NWT are now written in this standard orthography.

"The leader's job was the survival of the people. By the same principles, they have come to pass on to the next generation, so that the people never become extinct. You remain a Dene forever."

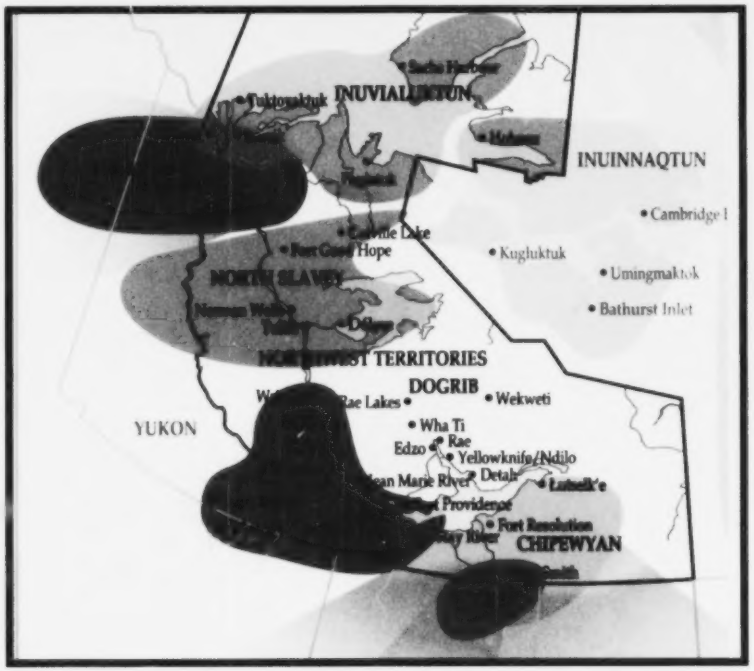
John B. Zoe
Dogrib

DENE

DENE LANGUAGES

The Dene languages spoken in the Northwest Territories are: Chipewyan, Dogrib, Gwich'in and Slavey (including North Slavey and South Slavey). These languages are part of the larger "Athapaskan" language family that extends throughout western North America.

As with other Aboriginal languages in North America, Dene languages are rooted in oral traditions. The development of a written tradition is recent. Initially, syllabics and Roman orthographies were used for writing, depending on the Dene language. In an effort to develop a common writing system and develop a body of written material, in 1986, the Task Force on Aboriginal Languages recommended that the writing systems for Dene languages be standardized. The GNWT undertook action to implement this recommendation and issued the Dene Standardization Project report in 1989. All Dene languages spoken in the NWT are now written in this standard orthography.



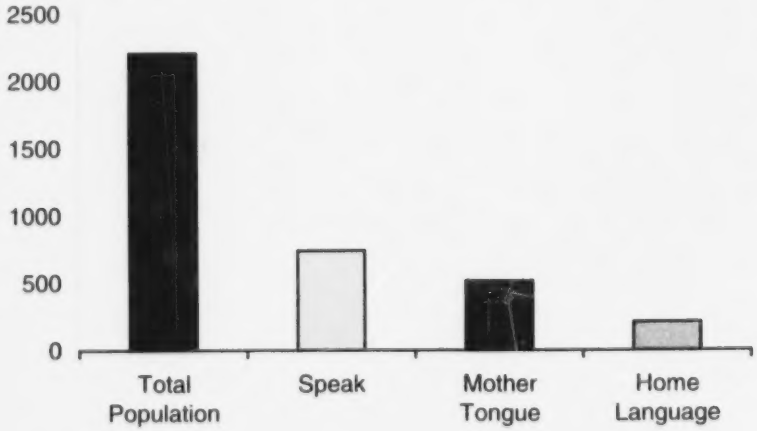
Chipewyan

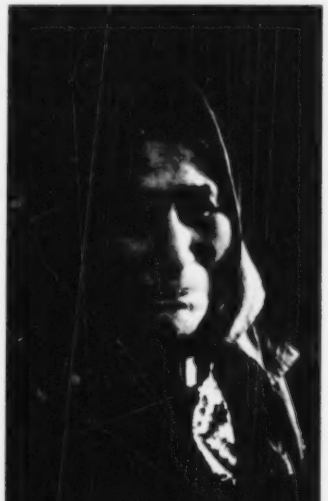
The Chipewyan language is spoken in northern Manitoba, Saskatchewan and Alberta, as well as in communities on the south shore of Great Slave Lake. As of December 1998, the Chipewyan population of the NWT was estimated at 2,208, residing mainly in the communities of Lutselk'e, Fort Resolution and Fort Smith.

Of this population, the Canada Census (1996) showed that only about one-third (34%) of the Chipewyan reported being able to speak their language, about 23% reported it as their mother tongue, and about 10% regularly used the language at home. Compounding this low number of speakers is the fact that 47% of Chipewyan speakers are over the age of 45, and only 12% of Chipewyan speakers are under the age of 15. Nearly 50% of the total Aboriginal population of the NWT is under the age of 15; if the Chipewyan population reflects this age distribution, the statistics show severe language loss amongst the younger generation.

Chipewyan	All	0 - 4	5-14	15-24	25-34	35-44	45-54	55-64	65 & over
Total Population	2,208								
Speak	740	30	60	65	115	130	110	105	135
Mother Tongue	515	15	25	45	85	90	75	80	100
Home Language	210	-	20	30	35	25	15	40	55

Total population is based on GNWT estimates (1998). All other numbers are taken from the 1996 Canada Census and were independently rounded by Statistics Canada prior to their publication.





"Long ago, before the white people came, our people used to teach each other. We taught the children by telling them stories and having them watch the adults work."

John B. Zoe Dogrib
Strong like Two People;
November 1990

DENE

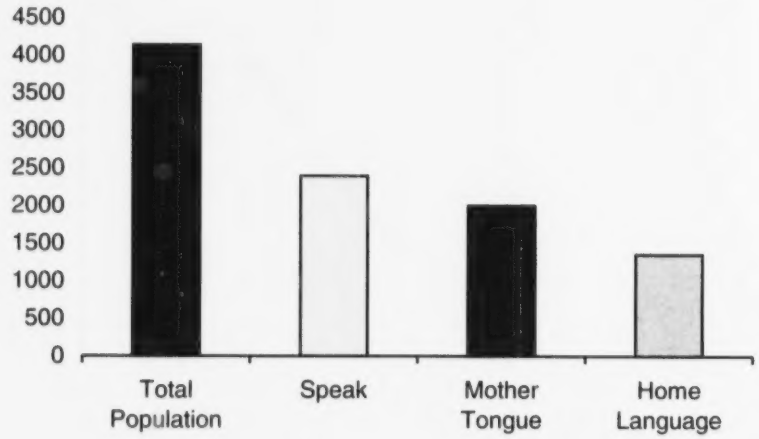
Dogrib

Dogrib is the only Aboriginal language that is found only in the NWT. It is the dominant language in most Dogrib communities. However, in Dettah and N'dilo, English is more commonly used, probably due to the close proximity of those communities to Yellowknife.

In the 1996 Census, nearly 58% of Dogrib reported being able to speak their Aboriginal language, some 48% identified it as their mother tongue and almost 33% regularly used the language at home.

Dogrib	All	0 - 4	5-14	15-24	25-34	35-44	45-54	55-64	65 & over
Total Population	4,138								
Speak	2,395	200	480	480	445	320	165	120	190
Mother Tongue	2,000	150	335	410	390	295	150	110	165
Home Language	1,355	115	235	290	205	115	90	95	165

Total population is based on GNWT estimates (1998). All other numbers are taken from the 1996 Canada Census and were independently rounded by Statistics Canada prior to their publication.



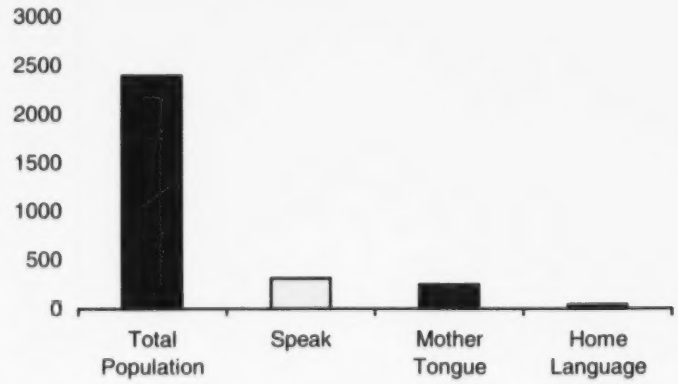
Gwich'in

The Gwich'in language is spoken in the Mackenzie River Delta by a population of 2,397. Although it is also spoken in the Yukon and in Alaska, Gwich'in is the most endangered of the NWT's Dene languages. According to the 1996 Canada Census, only about 13% of Gwich'in were then able to speak their language and only about 10% reported Gwich'in as their mother tongue. The shift away from Gwich'in is very evident in the Census with fewer than 2% of the language community reporting that they regularly used the language in the home. On an encouraging note, recent efforts at the community level and in the schools have resulted in a slight increase to the number of people who report Gwich'in as their home language.

Despite this increase, the survival of the Gwich'in language is at risk because of the low number of speakers, especially among the younger generation. Over 80% of those who speak the language are 45 years of age or more. In fact, 30% of them are over the age of 65. Few of the younger Gwich'in are fluent in their language. Because of the small number of speakers, efforts to revive the language are done in close co-operation with the Gwich'in of the Yukon Territory, where the language is somewhat healthier.

Gwich'in	All	0 - 4	5-14	15-24	25-34	35-44	45-54	55-64	65 & over
Total Population	2,397								
Speak	310	-	10	15	10	20	75	85	95
Mother Tongue	250	10	10	10	10	20	55	65	85
Home Language	40	-	-	-	10	-	10	10	20

Total population is based on GNWT estimates (1998). All other numbers are taken from the 1996 Canada Census and were independently rounded by Statistics Canada prior to their publication.



"Speaking my language makes me proud and lets me know who I am. Many people understand our language but they won't speak it. They need to be encouraged to use it. It will give them better self-esteem."

Bertha Francis
Gwich'in Elder

DENE

"Long ago, before the white people came, our people used to teach each other. We taught the children by telling them stories and having them watch the adults work."

John B. Zoe Dogrib
Strong like Two People;
November 1990

DENE

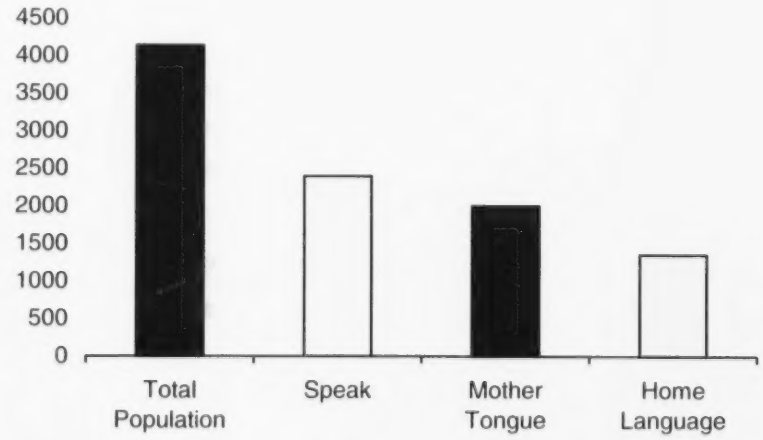
Dogrib

Dogrib is the only Aboriginal language that is found only in the NWT. It is the dominant language in most Dogrib communities. However, in Dettah and N'dilo, English is more commonly used, probably due to the close proximity of those communities to Yellowknife.

In the 1996 Census, nearly 58% of Dogrib reported being able to speak their Aboriginal language, some 48% identified it as their mother tongue and almost 33% regularly used the language at home.

Dogrib	All	0 - 4	5-14	15-24	25-34	35-44	45-54	55-64	65 & over
Total Population	4,138								
Speak	2,395	200	480	480	445	320	165	120	190
Mother Tongue	2,000	150	335	410	390	295	150	110	165
Home Language	1,355	115	235	290	205	115	90	95	165

Total population is based on GNWT estimates (1998). All other numbers are taken from the 1996 Canada Census and were independently rounded by Statistics Canada prior to their publication.



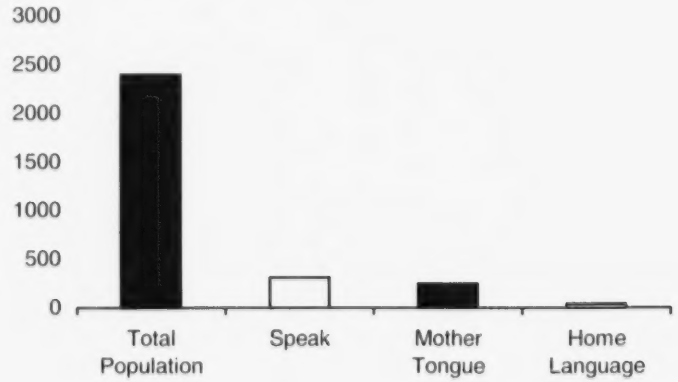
Gwich'in

The Gwich'in language is spoken in the Mackenzie River Delta by a population of 2,397. Although it is also spoken in the Yukon and in Alaska, Gwich'in is the most endangered of the NWT's Dene languages. According to the 1996 Canada Census, only about 13% of Gwich'in were then able to speak their language and only about 10% reported Gwich'in as their mother tongue. The shift away from Gwich'in is very evident in the Census with fewer than 2% of the language community reporting that they regularly used the language in the home. On an encouraging note, recent efforts at the community level and in the schools have resulted in a slight increase to the number of people who report Gwich'in as their home language.

Despite this increase, the survival of the Gwich'in language is at risk because of the low number of speakers, especially among the younger generation. Over 80% of those who speak the language are 45 years of age or more. In fact, 30% of them are over the age of 65. Few of the younger Gwich'in are fluent in their language. Because of the small number of speakers, efforts to revive the language are done in close co-operation with the Gwich'in of the Yukon Territory, where the language is somewhat healthier.

Gwich'in	All	0 - 4	5-14	15-24	25-34	35-44	45-54	55-64	65 & over
Total Population	2,397								
Speak	310	-	10	15	10	20	75	85	95
Mother Tongue	250	10	10	10	10	20	55	65	85
Home Language	40	-	-	-	10	-	10	10	20

Total population is based on GNWT estimates (1998). All other numbers are taken from the 1996 Canada Census and were independently rounded by Statistics Canada prior to their publication.



"Speaking my language makes me proud and lets me know who I am. Many people understand our language but they won't speak it. They need to be encouraged to use it. It will give them better self-esteem."

Bertha Francis
Gwich'in Elder

DENE

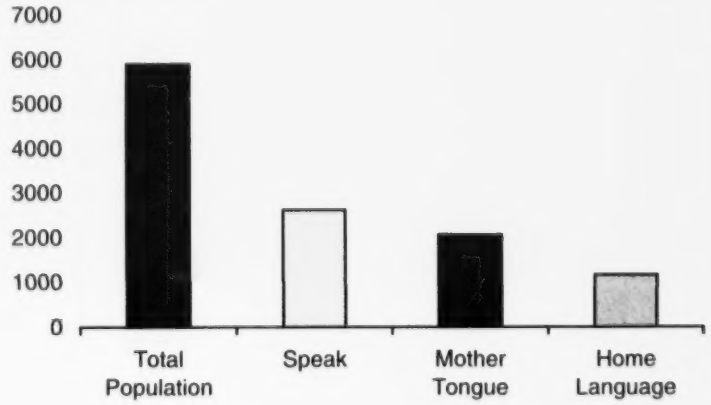
Slavey (North and South)

The *Official Languages Act of the NWT* recognizes two Slavey languages. One, North Slavey, is spoken in communities on the western shore of Great Bear Lake and along the Mackenzie River. The other, South Slavey, is spoken in communities west of Great Slave Lake and along the southern part of the Mackenzie River, as well as in northern Alberta and British Columbia.

Census Canada (1996) information on languages does not distinguish between North and South Slavey. For the purposes of this discussion, we have had to consider both languages together in order to compare them with Census language statistics. Even so, we suspect that the numbers reported in the Census may not be complete. Based on the Department's population estimates, for North Slavey (2,162) and South Slavey (3,745), the total Slavey population is 5,907. Of this population, the 1996 Census figures showed that about 44.6% indicated they spoke North or South Slavey, about 35% identified it as their mother tongue, and about 20% used it regularly in the home. Some 50% of speakers are between the ages of 15 and 44, which is encouraging for the future of the language.

Slavey	All	0 - 4	5-14	15-24	25-34	35-44	45-54	55-64	65 & over
Total Population	5,907								
Speak	2,635	140	360	390	485	440	320	230	275
Mother Tongue	2,075	105	235	300	370	355	270	200	245
Home Language	1,190	70	155	190	160	135	135	140	210

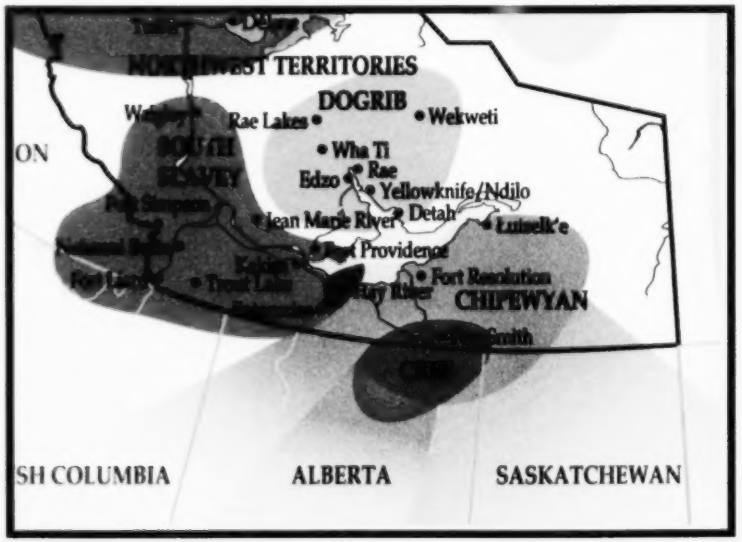
Total population is based on GNWT estimates (1998). All other numbers are taken from the 1996 Canada Census and were independently rounded by Statistics Canada prior to their publication.



CREE

Unlike the Dene languages, Cree is part of the larger "Algonquian" family, which is spoken from Nova Scotia to British Columbia. In the NWT, Cree is spoken mainly in the community of Fort Smith.

While written Cree uses the "syllabics" orthography throughout most of southern Canada, Cree materials produced in the NWT mostly use Roman orthography.



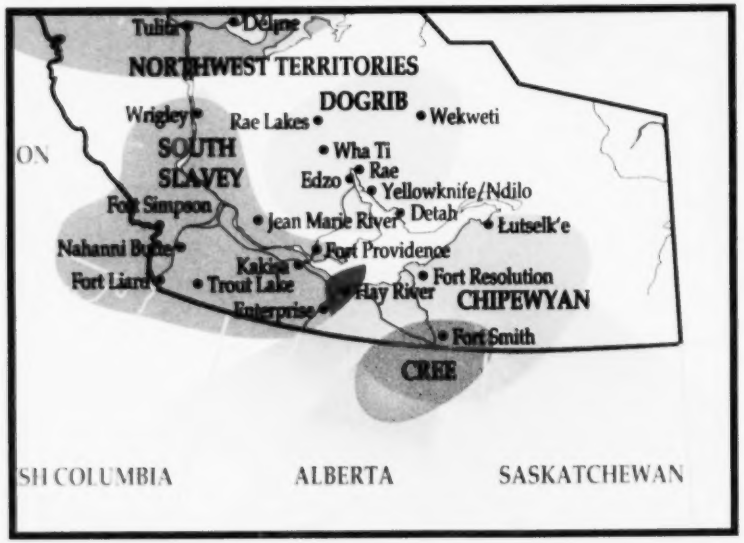
"Language is a wellness issue. Putting languages back in the school is a healing process."

Margaret Kurzewski
Cree Elder

CREE

Unlike the Dene languages, Cree is part of the larger "Algonquian" family, which is spoken from Nova Scotia to British Columbia. In the NWT, Cree is spoken mainly in the community of Fort Smith.

While written Cree uses the "syllabics" orthography throughout most of southern Canada, Cree materials produced in the NWT mostly use Roman orthography.



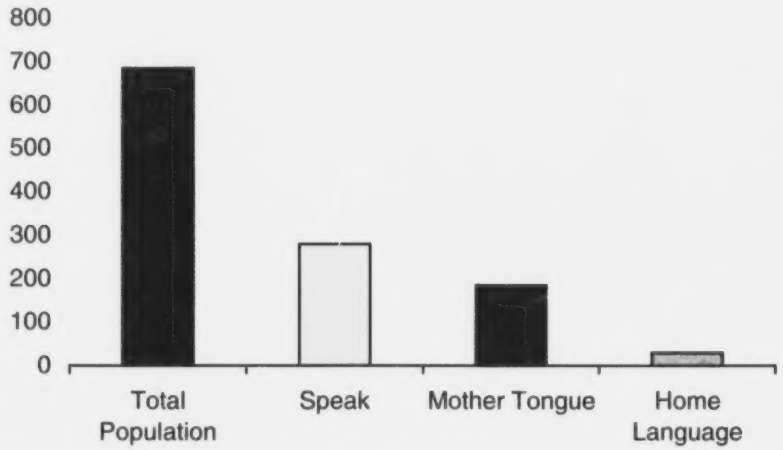
"Language is a wellness issue. Putting languages back in the school is a healing process."

Margaret Kurzewski
Cree Elder

Although Cree is one of the strongest Aboriginal languages in Canada, the territorial population, estimated at 685, makes it the smallest language group in the NWT. In the 1996 Census, 41% of the language community reported being able to speak the Cree language, and 27% identified it as their mother tongue, but only about 4% used it regularly in the home.

Cree	All	0 - 4	5-14	15-24	25-34	35-44	45-54	55-64	65 & over
Total Population	685								
Speak	280	10	10	20	35	55	55	45	60
Mother Tongue	185	-	-	10	20	45	40	25	30
Home Language	30	-	-	10	-	-	10	10	10

Total population is based on GNWT estimates (1998). All other numbers are taken from the 1996 Canada Census and were independently rounded by Statistics Canada prior to their publication.

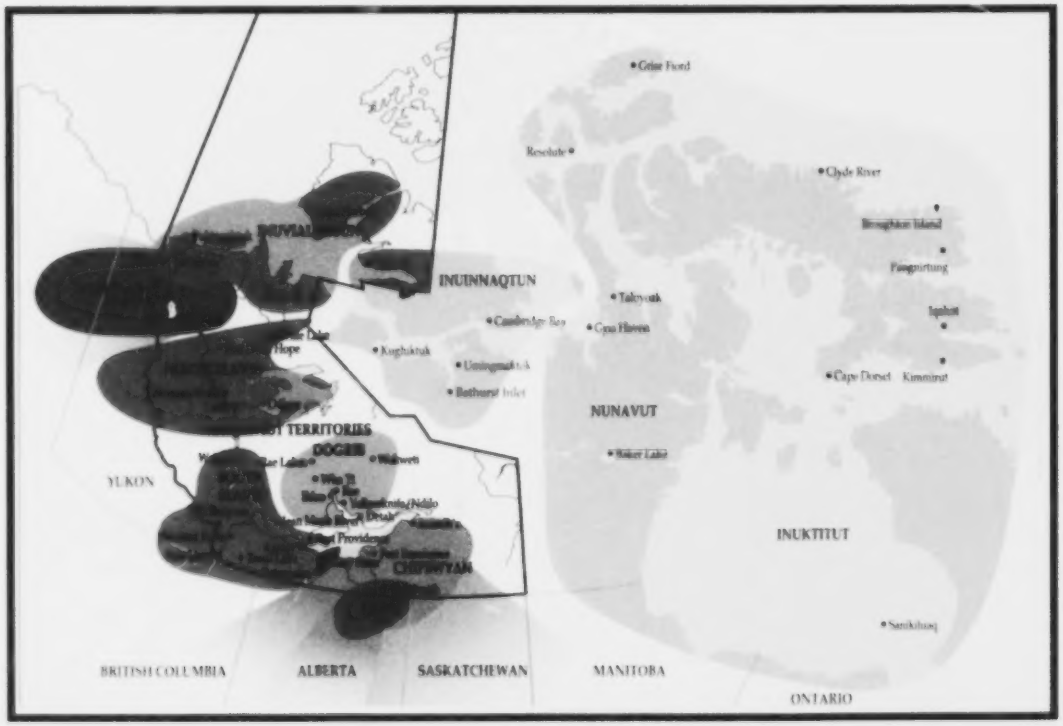


CREE

Inuit Languages: Inuvialuktun and Inuinnaqtun

The languages of Canada's Inuit population are commonly referred to by the name "Inuktitut", which is the eastern branch of the Eskimo-Aleut language family. Linguists have identified as many as 10 dialects or language groups within Inuktitut.

The term "Inuktitut" is most commonly used today to refer to dialects spoken in Nunavut. In the NWT, Inuvialuktun, which is spoken in the Beaufort-Delta area, and Inuinnaqtun, which is spoken in the community of Holman, are the two primary Inuktitut language groups.



Inuit Languages: Inuvialuktun and Inuinnaqtun

The languages of Canada's Inuit population are commonly referred to by the name "Inuktitut", which is the eastern branch of the Eskimo-Aleut language family. Linguists have identified as many as 10 dialects or language groups within Inuktitut.

The term "Inuktitut" is most commonly used today to refer to dialects spoken in Nunavut. In the NWT, Inuvialuktun, which is spoken in the Beaufort Delta area, and Inuinnaqtun, which is spoken in the community of Holman, are the two primary Inuktitut language groups.

"I got my language back because the Elders encouraged me. Even if the Elders laugh, they say it is because they are happy to hear us speak our language; it is not to shame us."

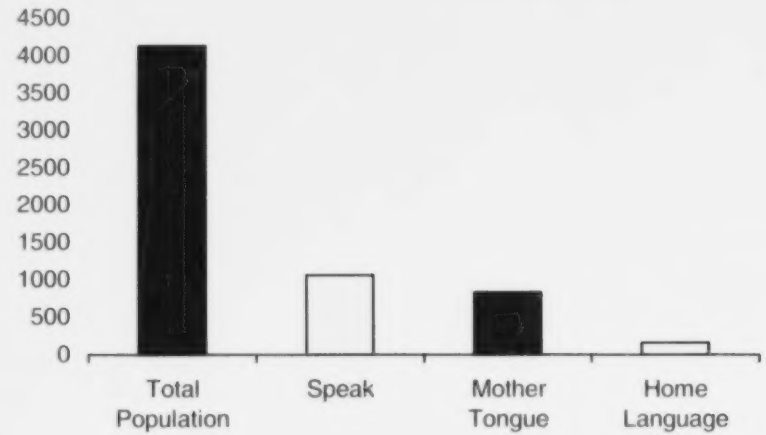
Rene Arey,
Inuvialuit

INUIT

While Inuktitut speakers in Nunavut use the syllabics writing system, Inuvialuktun and Inuinnaqtun are distinguished by their use of standardized Roman orthography writing systems developed in 1981 by the Committee for Original Peoples Entitlement.

Census language statistics do not distinguish between the various Inuit dialects and, for the NWT, also include some Inuktitut speakers from Nunavut. However, this population is small and does not greatly affect the results for Inuvialuktun and Inuinnaqtun. With a population estimated at 4,131, the Inuit of the NWT may appear to have sufficient numbers to sustain the language but Canada Census (1996) statistics on languages indicate serious erosion of the language. Of the NWT's total Inuit population, about 26% indicated they could speak the language, 20% identified it as their mother tongue, but only about 4% still used it regularly in the home.

Inuit	All	0 - 4	5-14	15-24	25-34	35-44	45-54	55-64	65 & over
Total Population	4,131								
Speak	1,065	45	105	95	185	195	185	125	115
Mother Tongue	835	25	50	55	135	160	175	115	95
Home Language	160	5	25	15	15	20	15	40	40



"I got my language back because the Elders encouraged me. Even if the Elders laugh, they say it is because they are happy to hear us speak our language; it is not to shame us."

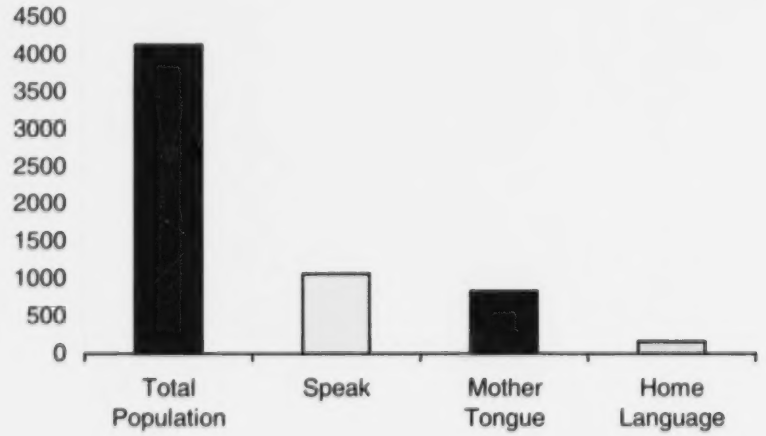
Rene Arey
Inuvialuit

INUIT

While Inuktitut speakers in Nunavut use the syllabics writing system, Inuvialuktun and Inuinnaqtun are distinguished by their use of standardized Roman orthography writing systems developed in 1981 by the Committee for Original Peoples Entitlement.

Census language statistics do not distinguish between the various Inuit dialects and, for the NWT, also include some Inuktitut speakers from Nunavut. However, this population is small and does not greatly affect the results for Inuvialuktun and Inuinnaqtun. With a population estimated at 4,131, the Inuit of the NWT may appear to have sufficient numbers to sustain the language but Canada Census (1996) statistics on languages indicate serious erosion of the language. Of the NWT's total Inuit population, about 26% indicated they could speak the language, 20% identified it as their mother tongue, but only about 4% still used it regularly in the home.

Inuit	All	0 - 4	5-14	15-24	25-34	35-44	45-54	55-64	65 & over
Total Population	4,131								
Speak	1,065	45	105	95	185	195	185	125	115
Mother Tongue	835	25	50	55	135	160	175	115	95
Home Language	160	5	25	15	15	20	15	40	40



REVERSING THE TREND: CREATING HEALTHY ABORIGINAL LANGUAGES

REVITALIZING ABORIGINAL LANGUAGES

Languages can survive if their transmission from one generation to the next is assured.

As was noted in the Report of the Royal Commission on Aboriginal Peoples, the primary responsibility for ensuring the survival of a language rests with the individual, the family and the community. The government's role is to support Aboriginal language communities as they define their language goals, and work to achieve those goals. A list of Aboriginal organizations that have taken on responsibility for languages can be found in Appendix 3.

THE ROLE OF ABORIGINAL LANGUAGE COMMUNITIES

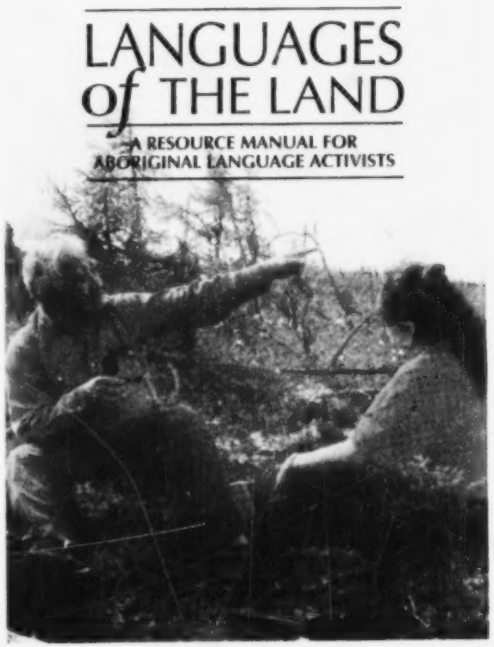
The Report of the Royal Commission on Aboriginal Peoples identifies steps for Aboriginal language communities to follow in order to reverse the decline in the use of their languages:

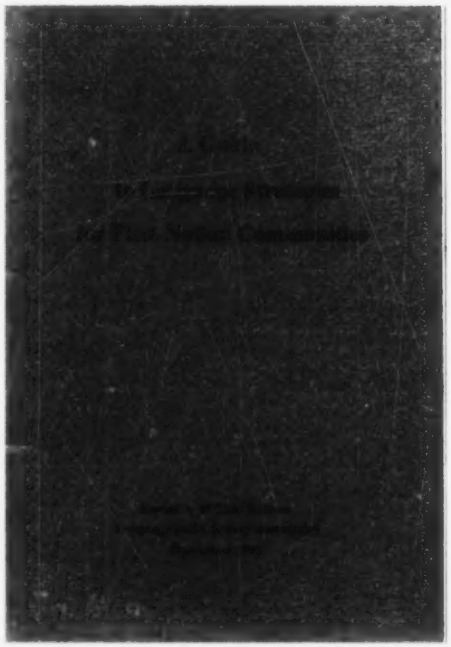
- Develop goals for language use in their community.
- Determine priorities for language preservation, revitalization and enhancement.
- Consult within their community on the most effective means for them to implement their priorities.
- Facilitate initiatives to support Aboriginal language use in families and in the broader community.
- Incorporate their Aboriginal language in educational policies and programs.
- Enhance cooperation with other Aboriginal language communities to promote research, curriculum development and language enhancement.
- Use their language in public forums and Aboriginal government business.

In the Northwest Territories (NWT), all official Aboriginal language communities have now identified their language goals through the development of strategic language plans. The vision statements in these plans identify language as an integral part of culture. The desire and need to preserve both is also strongly noted. While groups have set different priorities and taken different approaches to achieve their goals, some similarities do exist, such as; the important role to be played by Elders, the need to train more language instructors, the need to increase the presence of the Aboriginal languages and cultures in NWT schools, the need to develop resource materials, the desire to establish a language/cultural

institute - some of these institutes are already in place - and the need to target the younger population. All communities are now actively working at implementing these plans and will revise and update them in the coming years to reflect changing needs.

Two excellent sources of information that can help Aboriginal language communities in this process are: *A Guide to Language Strategies for First Nations Communities,* by Mark Fettes, published by the Assembly of First Nations in 1992, and *Languages of the Land. A Resource Manual for Aboriginal Language Activists,* published by the NWT Literacy Council in 1999.





THE ROLE OF GOVERNMENT

The Government of the Northwest Territories (GNWT) has, over the years, developed a number of programs and services which are intended to contribute to the health of Aboriginal languages. The GNWT has focused on four key areas or goals:

1) Support Aboriginal language communities to develop and implement strategic language plans for the revitalization, enhancement and promotion of their languages, by:

- Providing funds to Aboriginal language communities for the development and implementation of their Strategic Language Plans
- Providing administrative and technical support to Aboriginal language communities

2) Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to-day activities, by:

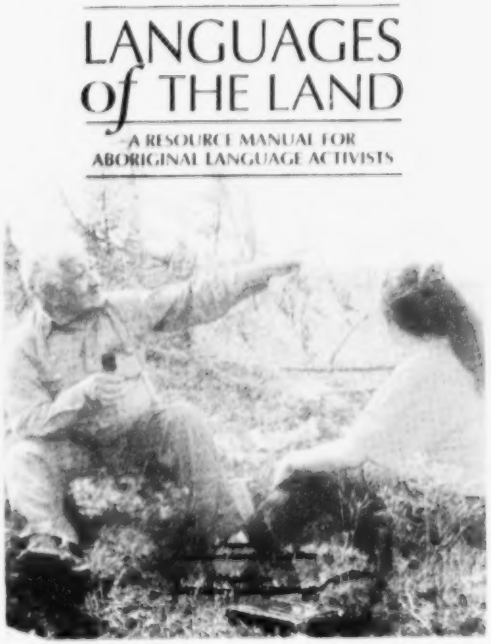
- Promoting the visibility of Aboriginal languages in electronic media
- Supporting the Aboriginal language community's literacy initiatives
- Co-ordinating GNWT and Aboriginal language community activities for the promotion of Aboriginal languages
- Officially recognizing Aboriginal language place names

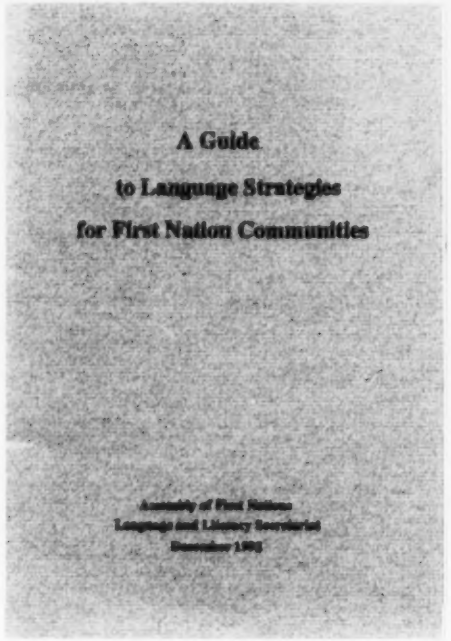
3) Create a learning environment that supports the Aboriginal language community's efforts to revitalize aboriginal languages, by:

- Supporting community-based initiatives for culturally-relevant early childhood programs
- Developing and implementing culturally relevant curricula
- Delivering Aboriginal language instruction programs in K-12

institute - some of these institutes are already in place - and the need to target the younger population. All communities are now actively working at implementing these plans and will revise and update them in the coming years to reflect changing needs.

Two excellent sources of information that can help Aboriginal language communities in this process are: *A Guide to Language Strategies for First Nations Communities*, by Mark Fettes, published by the Assembly of First Nations in 1992, and *Languages of the Land. A Resource Manual for Aboriginal Language Activists*, published by the NWT Literacy Council in 1999.





THE ROLE OF GOVERNMENT

The Government of the Northwest Territories (GNWT) has, over the years, developed a number of programs and services which are intended to contribute to the health of Aboriginal languages. The GNWT has focused on four key areas or goals:

1) Support Aboriginal language communities to develop and implement strategic language plans for the revitalization, enhancement and promotion of their languages, by:

- Providing funds to Aboriginal language communities for the development and implementation of their Strategic Language Plans
- Providing administrative and technical support to Aboriginal language communities

2) Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to-day activities, by:

- Promoting the visibility of Aboriginal languages in electronic media
- Supporting the Aboriginal language community's literacy initiatives
- Co-ordinating GNWT and Aboriginal language community activities for the promotion of Aboriginal languages
- Officially recognizing Aboriginal language place names

3) Create a learning environment that supports the Aboriginal language community's efforts to revitalize aboriginal languages, by:

- Supporting community-based initiatives for culturally-relevant early childhood programs
- Developing and implementing culturally relevant curricula
- Delivering Aboriginal language instruction programs in K-12

- Supporting schools to help them meet their language and culture goals
- Developing community capacity through the training of Aboriginal teachers and Aboriginal language specialists
- Supporting the development of training programs for interpreter/translators

4) Provide reasonable access to government programs and services in Aboriginal languages, by:

- Developing policy and guidelines on official languages in the GNWT (adopted in 1997)
- Developing and monitoring implementation plans for the delivery of services in all official languages, in appropriate government departments, boards and agencies
- Developing a certification process and occupational standards to support the Aboriginal language interpretation/translation industry, and to enhance the availability of such services to the GNWT

The role of the GNWT and its strategies to support Aboriginal languages are described in detail in the following pages.

Goal 1: Support Aboriginal language communities to develop and implement strategic language plans for the revitalization, enhancement and promotion of their languages.

The Department of Education, Culture and Employment (ECE) fully endorses the philosophy that responsibility for revitalizing, enhancing and promoting Aboriginal languages should reside with the language communities.

Language communities must address a number of key issues:

- What are their needs and their priorities?
- Who will make decisions, and who will administer funding for language programs and activities?
- How will the various activities related to languages that are now underway be brought into a common vision?

Language communities can address many of these issues by developing long-term strategic plans for their languages. These language plans will also help ECE and others to identify their ongoing roles in supporting Aboriginal languages.

Supporting schools to help them meet their language and culture goals

Developing community capacity through the training of Aboriginal teachers and Aboriginal language specialists

Supporting the development of training programs for interpreter/translators

4) Provide reasonable access to government programs and services in Aboriginal languages, by:

Developing policy and guidelines on official languages in the GNWT (adopted in 1997)

Developing and monitoring implementation plans for the delivery of services in all official languages, in appropriate government departments, boards and agencies

Developing a certification process and occupational standards to support the Aboriginal language interpretation/translation industry, and to enhance the availability of such services to the GNWT

The role of the GNWT and its strategies to support Aboriginal languages are described in detail in the following pages.

Goal 1: Support Aboriginal language communities to develop and implement strategic language plans for the revitalization, enhancement and promotion of their languages.

The Department of Education, Culture and Employment (ECE) fully endorses the philosophy that responsibility for revitalizing, enhancing and promoting Aboriginal languages should reside with the language communities.

Language communities must address a number of key issues:

What are their needs and their priorities?

Who will make decisions, and who will administer funding for language programs and activities?

How will the various activities related to languages that are now underway be brought into a common vision?

Language communities can address many of these issues by developing long-term strategic plans for their languages. These language plans will also help ECE and others to identify their ongoing roles in supporting Aboriginal languages.

Goal 1: Support Aboriginal language communities to develop and implement strategic language plans for the revitalization, enhancement and promotion of their languages. (continued)

OBJECTIVE: Provide funding to Aboriginal language communities for the development and implementation of their Strategic Language Plans.

Strategy	Expected Outcome	Status
Fund each of the Aboriginal language communities to develop a Strategic Language Plan.	Each Aboriginal language community has a multi-year strategic plan.	*As of April 2000, organizations representing each of the NWT's Aboriginal languages have completed the development of strategic language plans with funding provided by ECE.*
Provide annual funding for the implementation of language plans through contribution agreements based on available funds and the submission of yearly action plans.	ECE develops annual budgets to fund the implementation of language plans.	*A five-year (1999-2000 to 2003-04) renewal of the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT includes an allocation in each of the five years of the Agreement for implementation of Aboriginal language plans. These funds are supplemented with monies provided by the GNWT.*
	A funding formula for the allocation of funding to language communities is developed.	*A funding formula, approved in 1999-2000, provides each Aboriginal language community with an annual base allocation of $50,000. This allocation is supplemented by a per capita allocation that is based on the remaining budget available each fiscal year.*
Update Strategic Language Plans on a regular basis.	Each language community will prepare an annual update at the end of each fiscal year.	*All language plans are now complete and will be periodically updated.*

Goal 1: Support Aboriginal language communities to develop and implement strategic language plans for the revitalization, enhancement and protection of their languages. (continued)

OBJECTIVE: Provide funding to Aboriginal language communities for the development and implementation of their Strategic Language Plans.

Strategy	Expected Outcome	Status
Fund each of the Aboriginal language communities to develop a Strategic Language Plan.	Each Aboriginal language community has a multi-year strategic plan.	*As or April 2000, organizations representing each of the NWT's Aboriginal languages have completed the development of strategic language plans with funding provided by ECE.*
Provide annual funding for the implementation of language plans through contribution agreements based on available funds and the submission of yearly action plans.	ECE develops annual budgets to fund the implementation of language plans.	*A five-year (1999-2000 to 2003-04) renewal of the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT includes an allocation in each of the five years of the Agreement for implementation of Aboriginal language plans. These funds are supplemented with monies provided by the GNWT.*
	A funding formula for the allocation of funding to language communities is developed.	*A funding formula, approved in 1999-2000, provides each Aboriginal language community with an annual base allocation of $50,000. This allocation is supplemented by a per capita allocation that is based on the remaining budget available each fiscal year.*
Update Strategic Language Plans on a regular basis.	Each language community will prepare an annual update at the end of each fiscal year.	*All language plans are now complete and will be periodically updated.*

How funding allocations are calculated for Aboriginal language communities

Language	Population	Base Funding	Formula Funding
Chipewyan	2,208 (11.34%)	$50,000	11.34% of remaining allocation
Cree	685 (3.52%)	$50,000	3.52% of remaining allocation
Dogrib	4,138 (21.26%)	$50,000	21.26% of remaining allocation
Gwich'in	2,397 (12.31%)	$50,000	12.31% of remaining allocation
Inuvialuktun	4,131 (21.22%)	$50,000	21.22% of remaining allocation
North Slavey	2,162 (11.11%)	$50,000	11.11% of remaining allocation
South Slavey	3,745 (19.24%)	$50,000	19.24% of remaining allocation

Goal 1: Support Aboriginal language communities to develop and implement strategic language plans for the revitalization, enhancement and promotion of their languages. (continued)

OBJECTIVE: Provide administrative and technical support to Aboriginal language communities.

Strategy	Expected Outcome	Status
Consult with Aboriginal language communities to identify the types of support they need from the GNWT to help them revitalize, enhance and promote their languages.	Regular meetings with Aboriginal language communities.	*ECE continues to meet regularly with representatives of Aboriginal language communities to define ongoing departmental responsibilities.*
	Agreement on administrative and technical support that ECE will provide to Aboriginal language communities.	*Based on ongoing discussions, ECE and Aboriginal language communities have agreed that ECE will:* • *negotiate funding arrangements for official languages activities with the Government of Canada;* • *fulfill annual reporting requirements for the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT;* • *develop an evaluation strategy for Aboriginal languages;* • *provide funding to Aboriginal language communities;* • *provide professional and technical support to language communities;* • *gather and provide information on past and current language activities and available resources;* • *facilitate the integration of community-based Aboriginal language plans with the Teacher Education Program Strategy and the Culture-Based Education Strategy for schools;* • *promote official languages; and* • *coordinate discussion and sharing of best practices and experiences among Aboriginal language communities.*

Goal 2: Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to- day activities.

In order to promote the revitalization and enhancement of languages that are in decline, people must believe that their language has value in today's world and that it can continue to be used in day-to-day activities. This can be accomplished in part by increasing the visibility of the language. A promotion campaign that encourages the daily use of Aboriginal languages, encourages literacy and celebrates the cultural values the languages express, should help raise awareness within the language communities and support other language revitalization efforts.

"If kids make a mistake speaking our language, we have to support them so they will want to continue learning. We have o respect them and not laugh at them; we have to work with parents too. It's hard work to keep our language."

Cecilia Baton
North Slavey Elder

Goal 1: Support Aboriginal language communities to develop and implement strategic language plans for the revitalization, enhancement and promotion of their languages. (continued)

OBJECTIVE: Provide administrative and technical support to Aboriginal language communities.

Strategy	Expected Outcome	Status
Consult with Aboriginal language communities to identify the types of support they need from the GNWT to help them revitalize, enhance and promote their languages.	Regular meetings with Aboriginal language communities.	*ECE continues to meet regularly with representatives of Aboriginal language communities to define ongoing departmental responsibilities.*
	Agreement on administrative and technical support that ECE will provide to Aboriginal language communities.	*Based on ongoing discussions, ECE and Aboriginal language communities have agreed that ECE will:* • *negotiate funding arrangements for official languages activities with the Government of Canada;* • *fulfill annual reporting requirements for the Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT;* • *develop an evaluation strategy for Aboriginal languages;* • *provide funding to Aboriginal language communities;* • *provide professional and technical support to language communities;* • *gather and provide information on past and current language activities and available resources;* • *facilitate the integration of community-based Aboriginal language plans with the Teacher Education Program Strategy and the Culture-Based Education Strategy for schools;* • *promote official languages; and* • *coordinate discussion and sharing of best practices and experiences among Aboriginal language communities.*

Goal 2: Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to- day activities.

In order to promote the revitalization and enhancement of languages that are in decline, people must believe that their language has value in today's world and that it can continue to be used in day-to-day activities. This can be accomplished in part by increasing the visibility of the language. A promotion campaign that encourages the daily use of Aboriginal languages, encourages literacy and celebrates the cultural values the languages express, should help raise awareness within the language communities and support other language revitalization efforts.

"If kids make a mistake speaking our language, we have to support them so they will want to continue learning. We have o respect them and not laugh at them; we have to work with parents too. It's hard work to keep our language."

Cecilia Baton
North Slavey Elder

Goal 2: Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to-day activities. (continued)

OBJECTIVE: Promote the visibility of Aboriginal Languages in electronic media.

Strategy	Expected Outcome	Status
Provide funding to Aboriginal language broadcasters in the NWT for the production and broadcasting of Aboriginal language programming.	Increased access and exposure to radio and television programs in the NWT's official Aboriginal languages.	*ECE provides annual funding to the Native Communications Society (NCS) to support Aboriginal language programming on CKLB radio, and for the production of television programming aired on the Aboriginal Peoples Television Network (APTN) (Dene Weekly Perspective, Spirit of Denendeh and No-Name Youth Show). The Inuvialuit Communications Society (ICS) receives funding for the production of two 26-part television programs, Tamapta and Suangaan, both broadcast on APTN.* *NCS's radio services also receive core funding to provide for Aboriginal announcers and operators working in four Dene languages. Core funding provided to ICS supports the publication of Tusaayaksat, an Inuvialuktun language newspaper.* *ECE also provides grants to community radio stations for Aboriginal language programming.*

Goal 2: Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to-day activities. (continued)

OBJECTIVE: Support the Aboriginal language community's literacy initiatives.

Strategy	Expected Outcome	Status
Ensure that the needs of Aboriginal language communities are reflected in ECE's Community Literacy Program.	Aboriginal language communities have access to funds to develop and deliver literacy programs and projects.	*ECE offers a Community Literacy Program that is accessible to Aboriginal language communities. It funds literacy initiatives for all languages in the NWT. The GNWT's new Literacy Strategy, Towards Literacy: A Strategy Framework 2001-2005, provides for the promotion and support of literacy development in all official languages.*
Include instructional strategies and teacher support materials relating to Aboriginal culture and language in the Adult Basic Education (ABE) curriculum.	ABE students will have greater exposure to information on Aboriginal culture and languages.	*The ABE curriculum has been recently revised, and now includes instructional strategies and resources that are culturally-relevant.*
Offer evening Aboriginal language courses through Aurora College.	The public will have greater access to Aboriginal language courses.	*When requested, Aurora College routinely provides evening courses in the Aboriginal languages appropriate to the community.*

"We are told as teachers to be responsible and teach the language, but we need the parents' support. When Elders don't speak the Aboriginal language to children, we can't tell them what to do, out of respect for them, but we want them to know it is important."

Albertine Ayah
North Slavey

Goal 2: Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to-day activities. (continued)

OBJECTIVE: Support the Aboriginal language community's literacy initiatives.

Strategy	Expected Outcome	Status
Ensure that the needs of Aboriginal language communities are reflected in ECE's Community Literacy Program.	Aboriginal language communities have access to funds to develop and deliver literacy programs and projects.	*ECE offers a Community Literacy Program that is accessible to Aboriginal language communities. It funds literacy initiatives for all languages in the NWT. The GNWT's new Literacy Strategy, Towards Literacy: A Strategy Framework 2001-2005, provides for the promotion and support of literacy development in all official languages.*
Include instructional strategies and teacher support materials relating to Aboriginal culture and language in the Adult Basic Education (ABE) curriculum.	ABE students will have greater exposure to information on Aboriginal culture and languages.	*The ABE curriculum has been recently revised, and now includes instructional strategies and resources that are culturally-relevant.*
Offer evening Aboriginal language courses through Aurora College.	The public will have greater access to Aboriginal language courses.	*When requested, Aurora College routinely provides evening courses in the Aboriginal languages appropriate to the community.*

"We are told as teachers to be responsible and teach the language, but we need the parents' support. When Elders don't speak the Aboriginal language to children, we can't tell them what to do, out of respect for them, but we want them to know it is important."

Albertine Ayah
North Slavey

Goal 2: Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to- day activities. (continued)

OBJECTIVE: Co-ordinate GNWT and Aboriginal language community activities for the promotion of Aboriginal languages.

Strategy	Expected Outcome	Status
Develop an Official Languages Promotion Plan that identifies the language promotion activities of the GNWT and Aboriginal language communities.	A coordinated series of projects and events to promote Aboriginal languages is planned and implemented	*ECE compiled a list of its current language promotion activities. Consultations with the various Aboriginal language communities will be held throughout 2001 to learn of their planned promotional activities. An Official Languages Promotion Plan will be developed based on these consultations.* *Examples of promotion activities:* • *The Community Language Leader Award* • *A calendar of events promoting official languages* • *A web site on Official Languages information* • *A writing contest* • *An official languages quiz for government employees* • *Develop slogans and poster campaigns* • *Establish an NWT Official Languages Day. One day per year, the whole community conducts all its dealings in the local official language*

Goal 2: Promote the value of the NWT's official Aboriginal languages and their continued usage in day-to-day activities. (continued)

OBJECTIVE: Officially recognize Aboriginal language place names.

Strategy	Expected Outcome	Status
Compile a database of traditional Aboriginal language place names.	A database containing information on NWT Aboriginal place names will be available over the Internet.	*The funding transferred to Aboriginal language communities included funds formerly used for researching traditional place names. Proposals for projects are now submitted to the language community's responsible organization. ECE continues to compile all such research into the NWT Geographic Names Database. This database now contains over 22,000 names and is available through the Internet:* *(http://www.pwnhc.learnnet.nt.ca/programs/geodb.htm)*
Promote the use of Aboriginal language place names.	Maps, lists of community names and other documents that show traditional place names will be made available.	*ECE will continue to provide updated information on community names to agencies responsible for preparing maps and community information directories.*
Submit community requests for official name changes to the Legislative Assembly for approval.	More communities will have their traditional place names officially recognized.	*ECE prepares materials for the Legislative Assembly's approval of official community name changes. To date, six communities in the NWT have formally changed their name. These are Déline (Fort Franklin), Lutselk'e (Snowdrift), Tsiigehtchic (Arctic Red River), Tulita (Fort Norman), Wekweti (Snare Lake) and Wha Ti (Lac La Martre).*

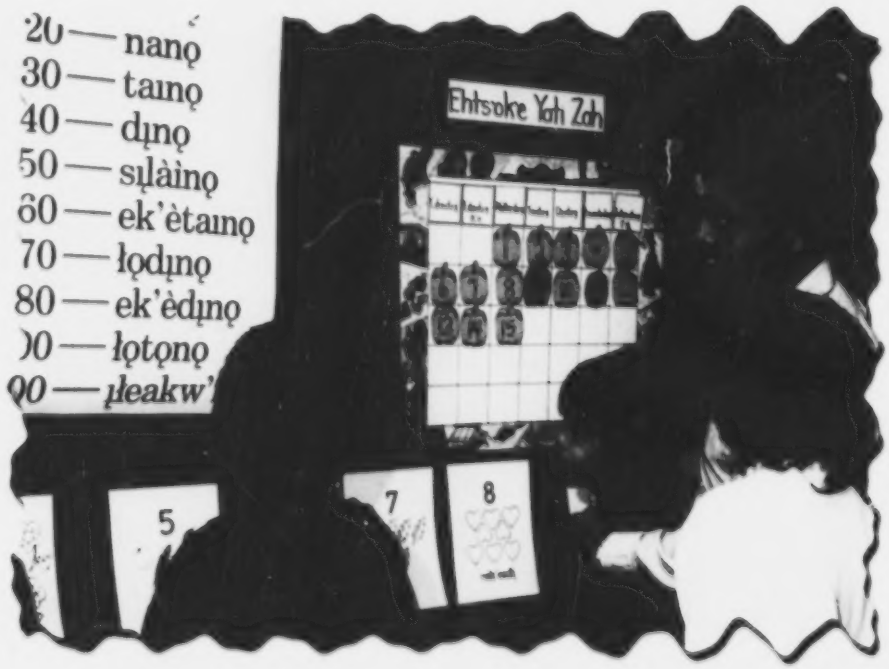
"Schooling which incorporates and reflects the child's cultural identity and builds on the child's previous experiences ensures a solid foundation for learning"

Stephen Kakfwi
North Slavey

Our Students, Our Future: March 1991

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages.

Although the primary responsibility for the intergenerational transmission of languages lies with the family, a supportive institutional learning environment is also essential. ECE helps create and maintain this learning environment in many ways. Early Childhood programs are made available for pre-school learners. At the Kindergarten to Grade 12 level, ECE certifies teachers, and determines the curricula that guide teaching in the schools. ECE funds schools through allocations to Divisional Education Councils and Yellowknife District Education Authorities, which are responsible for the operations of schools at the Kindergarten to Grade 12 levels. ECE meets the needs of adult learners through Aurora College. This education system provides many opportunities for learning Aboriginal languages, as well as their overall cultural contexts.



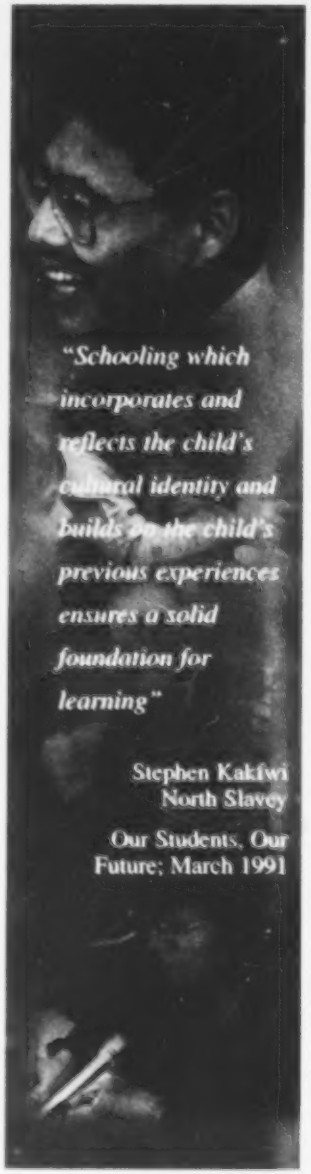
Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

OBJECTIVE: Support community-based initiatives for culturally-relevant early childhood programs.

Strategy	Expected Outcome	Status
Ensure the quality of early childhood programs in the NWT by licensing childcare services in the NWT.	Communities will have licensed early childhood programs that are appropriate to their needs.	*Regional staff (Early Childhood Consultants) of ECE licensed childcare facilities in accordance with the standards set in the legislation. Currently there are more than 70 licensed childcare facilities in the NWT.*
Encourage childcare facilities and communities to offer programs that reflect the cultural and ethnic background of all children.	Increased early childhood programs using languages and activities that develop and promote an understanding of the children's cultures.	*ECE encourages early childhood programs to offer appropriate language and culture programs. Funding may be available for this purpose through the territorial government's Healthy Children Initiative. ECE's new early childhood strategy, Framework for Action - Early Childhood Development, was developed in part to support this goal.*

"This land... even if our old people are all gone, there is still the young ones to grow up on it, like we did."

Fred Andrew
Berger Inquiry: 1977


"Schooling which incorporates and reflects the child's cultural identity and builds on the child's previous experiences ensures a solid foundation for learning"
Stephen Kakfwi
North Slavey
Our Students, Our Future; March 1991

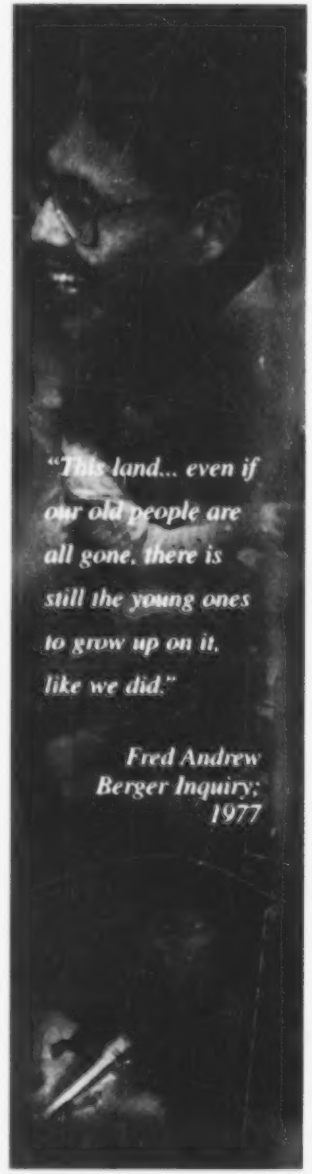
Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages.

Although the primary responsibility for the intergenerational transmission of languages lies with the family, a supportive institutional learning environment is also essential. ECE helps create and maintain this learning environment in many ways. Early Childhood programs are made available for pre-school learners. At the Kindergarten to Grade 12 level, ECE certifies teachers, and determines the curricula that guide teaching in the schools. ECE funds schools through allocations to Divisional Education Councils and Yellowknife District Education Authorities, which are responsible for the operations of schools at the Kindergarten to Grade 12 levels. ECE meets the needs of adult learners through Aurora College. This education system provides many opportunities for learning Aboriginal languages, as well as their overall cultural contexts.

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

OBJECTIVE: Support community-based initiatives for culturally-relevant early childhood programs.

Strategy	Expected Outcome	Status
Ensure the quality of early childhood programs in the NWT by licensing childcare services in the NWT.	Communities will have licensed early childhood programs that are appropriate to their needs.	*Regional staff (Early Childhood Consultants) of ECE licensed childcare facilities in accordance with the standards set in the legislation. Currently there are more than 70 licensed childcare facilities in the NWT.*
Encourage childcare facilities and communities to offer programs that reflect the cultural and ethnic background of all children.	Increased early childhood programs using languages and activities that develop and promote an understanding of the children's cultures.	*ECE encourages early childhood programs to offer appropriate language and culture programs. Funding may be available for this purpose through the territorial government's Healthy Children Initiative. ECE's new early childhood strategy, Framework for Action - Early Childhood Development, was developed in part to support this goal.*


"This land... even if our old people are all gone, there is still the young ones to grow up on it, like we did."
Fred Andrew
Berger Inquiry:
1977

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

OBJECTIVE: Develop and implement culturally-relevant curricula.

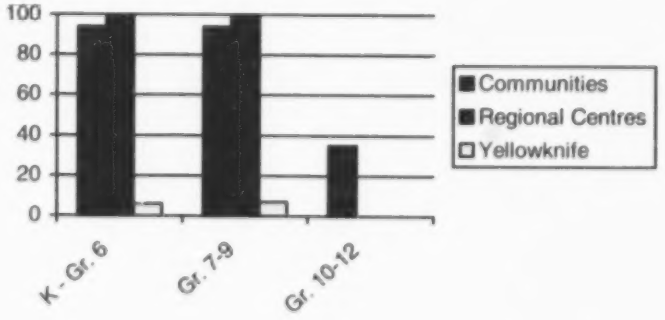
Strategy	Expected Outcome	Status
Develop culturally-relevant curricula and teacher resource materials for Dene and Inuit languages and implement the curricula at all levels of the K-12 school system. Consult with all stakeholders throughout this process (this initiative is referred to as the Culture-Based Education Strategy).	Greater integration of culture and language in the delivery of curricula and education programs.	*In consultation with Elders, educators and community representatives, ECE developed Dene Kede, a curriculum that brings Dene culture into the classroom. This curriculum is being mandated in grades K-6, with the assistance of Teaching and Learning Centres. Dene Kede was piloted in 1998-1999 for grades 7, 8 and 9.* *ECE's Inuuqatigiit K-12 curriculum, also developed in consultation with Elders, educators and community representatives, brings Inuit culture to the classroom. It focuses on the enhancement and enrichment of Inuit first language and culture. Students learn about Inuit history, traditions, values and beliefs. This knowledge will further their education for today and the future.* *ECE has also developed the Northern Studies 10 curriculum. It is the only course developed in the NWT that is mandatory for high school graduation. This course was developed in collaboration with northern educators and cultural representatives, and was first implemented in 1991. Schools can, and often do, choose to expand this three-credit course to explore issues of particular relevance to their region, such as language, cultural activities and on-the-land experiences. Delivery of the course by distance education is being piloted in 2000-2001.*

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

OBJECTIVE: Deliver Aboriginal language instruction programs in K-12.

Strategy	Expected Outcome	Status
Encourage Divisional Education Councils (DECs) and District Education Authorities (DEAs) to offer Aboriginal language instruction, as first language or second language, as requested by the community.	More students enrolled in Aboriginal language programs.	*ECE continues to encourage and support the design and delivery of Aboriginal language programs by the various DECs and DEAs through the provision of funding for language programs and resources. Each community decides what language programs are to be offered in its schools. At present, the level of Aboriginal language programming varies considerably from one school to the next.* *Overall, nearly two-thirds of students in Kindergarten to Grade 9 have access to Aboriginal second language programs. Additionally, two high schools offer credit courses in Grades 10 to 12.*

Percentage of Students with Access to Aboriginal Language Programs



	K – Gr. 6	Gr. 7-9	Gr. 10-12
Communities	94%	94%	35%
Regional Centres	100%	100%	0%
Yellowknife	6%	7%	0%

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

OBJECTIVE: Develop and implement culturally-relevant curricula.

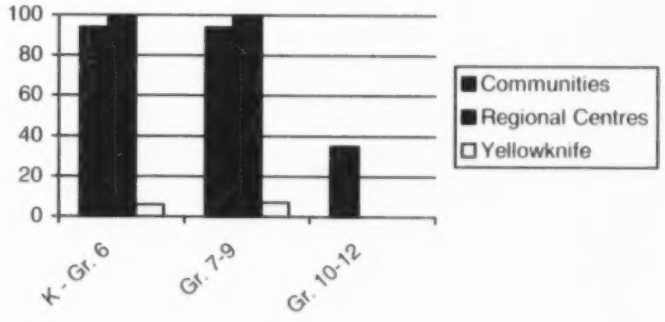
Strategy	Expected Outcome	Status
Develop culturally-relevant curricula and teacher resource materials for Dene and Inuit languages and implement the curricula at all levels of the K-12 school system. Consult with all stakeholders throughout this process (this initiative is referred to as the Culture-Based Education Strategy).	Greater integration of culture and language in the delivery of curricula and education programs.	*In consultation with Elders, educators and community representatives, ECE developed Dene Kede, a curriculum that brings Dene culture into the classroom. This curriculum is being mandated in grades K-6, with the assistance of Teaching and Learning Centres. Dene Kede was piloted in 1998-1999 for grades 7, 8 and 9.* *ECE's Inuuqatigiit K-12 curriculum, also developed in consultation with Elders, educators and community representatives, brings Inuit culture to the classroom. It focuses on the enhancement and enrichment of Inuit first language and culture. Students learn about Inuit history, traditions, values and beliefs. This knowledge will further their education for today and the future.* *ECE has also developed the Northern Studies 10 curriculum. It is the only course developed in the NWT that is mandatory for high school graduation. This course was developed in collaboration with northern educators and cultural representatives, and was first implemented in 1991. Schools can, and often do, choose to expand this three-credit course to explore issues of particular relevance to their region, such as language, cultural activities and on-the-land experiences. Delivery of the course by distance education is being piloted in 2000-2001.*

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

OBJECTIVE: Deliver Aboriginal language instruction programs in K-12.

Strategy	Expected Outcome	Status
Encourage Divisional Education Councils (DECs) and District Education Authorities (DEAs) to offer Aboriginal language instruction, as first language or second language, as requested by the community.	More students enrolled in Aboriginal language programs.	*ECE continues to encourage and support the design and delivery of Aboriginal language programs by the various DECs and DEAs through the provision of funding for language programs and resources. Each community decides what language programs are to be offered in its schools. At present, the level of Aboriginal language programming varies considerably from one school to the next.* *Overall, nearly two-thirds of students in Kindergarten to Grade 9 have access to Aboriginal second language programs. Additionally, two high schools offer credit courses in Grades 10 to 12.*

Percentage of Students with Access to Aboriginal Language Programs



	K – Gr. 6	Gr. 7-9	Gr. 10-12
Communities	94%	94%	35%
Regional Centres	100%	100%	0%
Yellowknife	6%	7%	0%

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

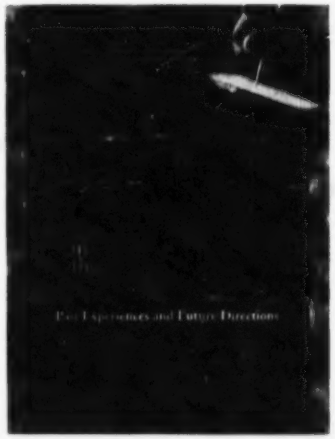
OBJECTIVE: Support schools to help them meet their language and culture goals.

Strategy	Expected Outcome	Status
Fund Teaching and Learning Centres (TLC), through Divisional Education Councils (DECs) or District Education Authorities (DEAs). TLCs support the school's and the Aboriginal language community's initiatives for the maintenance, development and revitalization of Aboriginal languages, and develop culturally relevant programs and materials.	Ongoing support for Aboriginal language programs (including funding as well as teaching materials and resources to assist in program delivery).	*Funding for TLCs is provided on a yearly basis. Centres exist in most regions to provide language support services to school programs and to support the community in achieving its language goals and objectives. The TLCs also assist DECs with the implementation of the Dene Kede and Inuuqatigiit curricula.*
Provide cultural awareness training for non-Aboriginal educators (administrators as well as teachers) in the NWT.	Increased retention of educators.	*A Teacher Induction Program, designed to support beginning teachers and teachers new to the NWT, was introduced in 2000. The program includes information on culture-based education and provides suggestions for teacher orientations at the regional and community levels. The four phases – pre-orientation, orientation, sustained supports and professional development – ensure that a support network is in place.*

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

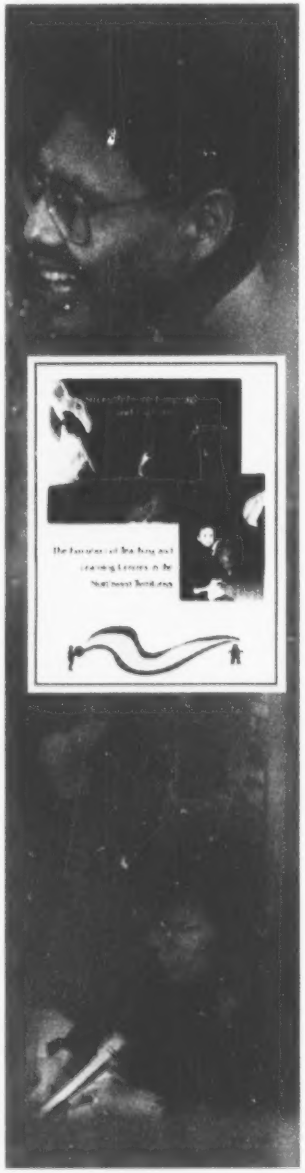
OBJECTIVE: Developing community capacity through the training of Aboriginal teachers and Aboriginal language specialists.

Strategy	Expected Outcome	Status
Fund the Aurora College Teacher Education Program to train fully qualified Aboriginal teachers, by means of community-based programs, and to implement the	Teachers who represent the population of the NWT (48% Aboriginal)	*Today, there are 101 Aboriginal teachers and Aboriginal Language and Culture Instructors teaching in NWT schools, representing 19% of the teaching staff (this percentage is above 35% in some regions). In addition, a significant number of former graduates are now teaching at Aurora College, working as consultants or holding senior management positions where they continue to have an impact on education in the NWT.*
Aboriginal Language and Cultural Instructor Program for language specialists.	Aboriginal language specialists who will maintain and enhance the K-12 Aboriginal language program in NWT schools.	*The College is currently offering the Teacher Education Diploma program in its three regional campuses: Yellowknife, Inuvik and Fort Smith. The Aboriginal Language and Cultural Instructor Program, also offered in the three regions, is expected to graduate 10 students in 2001.*



"...We did not say this in our own language, but in the halting English which we were slowly learning. The nuns and the priest, who was the principal, had warned all of us that it was forbidden to speak the Indian language."

Mary John (Moran, 1988) Albrtine Ayah North Slavey



Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

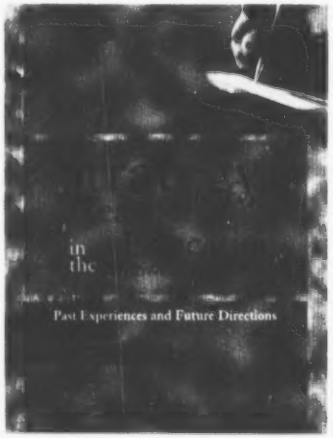
OBJECTIVE: Support schools to help them meet their language and culture goals.

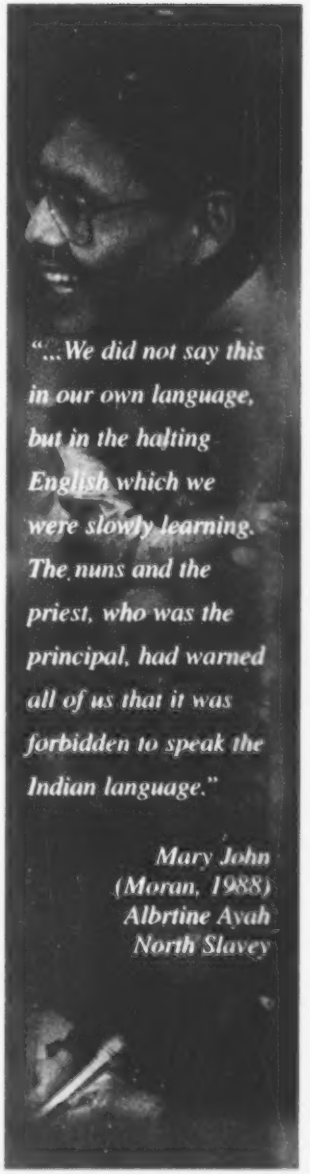
Strategy	Expected Outcome	Status
Fund Teaching and Learning Centres (TLC), through Divisional Education Councils (DECs) or District Education Authorities (DEAs). TLCs support the school's and the Aboriginal language community's initiatives for the maintenance, development and revitalization of Aboriginal languages, and develop culturally relevant programs and materials.	Ongoing support for Aboriginal language programs (including funding as well as teaching materials and resources to assist in program delivery).	*Funding for TLCs is provided on a yearly basis. Centres exist in most regions to provide language support services to school programs and to support the community in achieving its language goals and objectives. The TLCs also assist DECs with the implementation of the Dene Kede and Inuuqatigiit curricula.*
Provide cultural awareness training for non-Aboriginal educators (administrators as well as teachers) in the NWT.	Increased retention of educators.	*A Teacher Induction Program, designed to support beginning teachers and teachers new to the NWT, was introduced in 2000. The program includes information on culture-based education and provides suggestions for teacher orientations at the regional and community levels. The four phases – pre-orientation, orientation, sustained supports and professional development – ensure that a support network is in place.*

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

OBJECTIVE: Developing community capacity through the training of Aboriginal teachers and Aboriginal language specialists.

Strategy	Expected Outcome	Status
Fund the Aurora College Teacher Education Program to train fully qualified Aboriginal teachers, by means of community-based programs, and to implement the Aboriginal Language and Cultural Instructor Program for language specialists.	Teachers who represent the population of the NWT (48% Aboriginal)	*Today, there are 101 Aboriginal teachers and Aboriginal Language and Culture Instructors teaching in NWT schools, representing 19% of the teaching staff (this percentage is above 35% in some regions). In addition, a significant number of former graduates are now teaching at Aurora College, working as consultants or holding senior management positions where they continue to have an impact on education in the NWT.*
	Aboriginal language specialists who will maintain and enhance the K-12 Aboriginal language program in NWT schools.	*The College is currently offering the Teacher Education Diploma program in its three regional campuses: Yellowknife, Inuvik and Fort Smith. The Aboriginal Language and Cultural Instructor Program, also offered in the three regions, is expected to graduate 10 students in 2001.*





"...We did not say this in our own language, but in the halting English which we were slowly learning. The nuns and the priest, who was the principal, had warned all of us that it was forbidden to speak the Indian language."

Mary John (Moran, 1988) Albrtine Ayah North Slavey

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

OBJECTIVE: Support the development of training programs for interpreter/translators.

Strategy	Expected Outcome	Status
Provide Interpreter/Translator training programs through Aurora College.	Prospective interpreters and translators receive professional training that is consistent with Interpreter/Translator certification standards.	*A two-year diploma program for interpreters and translators offered through Aurora College has been inactive since 1998. In 2000, Aurora College conducted a review of this program. As a result, the curriculum will be revised to reflect occupational standards being developed for interpreters and translators. Alternate delivery strategies will be considered and a decision will be made regarding future delivery of the program either on a part-time or full-time basis.*

Goal 4: Provide reasonable access to government programs and services in Aboriginal languages.

The *Official Languages Act of the NWT* requires that territorial government services, offered to the public in regional, area or community offices, be made available in the official Aboriginal languages, where there is a significant demand or due to the nature of the office.

The GNWT makes its programs and services available in Aboriginal languages through the use of private sector interpreters and translators as well as with bilingual program staff.

Goal 3: Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages. (continued)

OBJECTIVE: Support the development of training programs for interpreter/translators.

Strategy	Expected Outcome	Status
Provide Interpreter/Translator training programs through Aurora College.	Prospective interpreters and translators receive professional training that is consistent with Interpreter/Translator certification standards.	*A two-year diploma program for interpreters and translators offered through Aurora College has been inactive since 1998. In 2000, Aurora College conducted a review of this program. As a result, the curriculum will be revised to reflect occupational standards being developed for interpreters and translators. Alternate delivery strategies will be considered and a decision will be made regarding future delivery of the program either on a part-time or full-time basis.*

Goal 4: Provide reasonable access to government programs and services in Aboriginal languages.

The *Official Languages Act of the NWT* requires that territorial government services, offered to the public in regional, area or community offices, be made available in the official Aboriginal languages, where there is a significant demand or due to the nature of the office.

The GNWT makes its programs and services available in Aboriginal languages through the use of private sector interpreters and translators as well as with bilingual program staff.

Goal 4: Provide reasonable access to government programs and services in Aboriginal languages. (continued)

OBJECTIVE: Develop a policy and guidelines on official languages in the GNWT.

Strategy	Expected Outcome	Status
Develop and implement a policy and associated guidelines to inform GNWT departments, boards and agencies in the application of the *Official Languages Act of the Northwest Territories.*	GNWT departments, boards and agencies have information on the application of the *Official Languages Act of the Northwest Territories* and plans for its implementation.	*Cabinet adopted the* Official Languages Policy and Guidelines *in 1997. These documents will be periodically revised.* *ECE is working with GNWT departments, and their boards and agencies, to develop an implementation plan.*

"It is the policy of the Government of the Northwest Territories that members of the public have reasonable access to its programs and services in the official languages."

The principles guiding the implementation of this policy are:

1) A government's ability to communicate in the official languages of the public it serves is an important part of the operation of good government.

2) In order to understand and benefit from government programs and services, the public requires information in the official languages.

3) A government's provision of services in its official languages recognizes and supports the efforts of communities in maintaining and developing those languages

Excerpt from the "Official Languages Policy of the NWT" (1997)

Goal 4: Provide reasonable access to government programs and services in Aboriginal languages. (continued)

OBJECTIVE: Develop and monitor implementation plans for the delivery of services in all official languages, in appropriate government departments, boards and agencies.

Strategy	Expected Outcome	Status
GNWT departments, boards and agencies work together to develop implementation plans for the delivery of government services in the official languages of the NWT.	GNWT departments, boards and agencies will have plans, to be updated on an annual basis, showing how they will meet their responsibilities under the Official Languages Policy and Guidelines.	*ECE is coordinating the development of government-wide implementation plans to meet its obligations under the* Official Languages Policy and Guidelines. *In addition, ECE chairs a committee of departmental language coordinators who are examining options for coordinating the delivery of information on programs and services in the NWT's official languages.*

Goal 4: Provide reasonable access to government programs and services in Aboriginal languages. (continued)

OBJECTIVE: Develop a policy and guidelines on official languages in the GNWT.

Strategy	Expected Outcome	Status
Develop and implement a policy and associated guidelines to inform GNWT departments, boards and agencies in the application of the *Official Languages Act of the Northwest Territories.*	GNWT departments, boards and agencies have information on the application of the *Official Languages Act of the Northwest Territories* and plans for its implementation.	*Cabinet adopted the* Official Languages Policy and Guidelines *in 1997. These documents will be periodically revised.* *ECE is working with GNWT departments, and their boards and agencies, to develop an implementation plan.*

"It is the policy of the Government of the Northwest Territories that members of the public have reasonable access to its programs and services in the official languages."

The principles guiding the implementation of this policy are:

1) A government's ability to communicate in the official languages of the public it serves is an important part of the operation of good government.

2) In order to understand and benefit from government programs and services, the public requires information in the official languages.

3) A government's provision of services in its official languages recognizes and supports the efforts of communities in maintaining and developing those languages

Excerpt from the "Official Languages Policy of the NWT" (1997)

Goal 4: Provide reasonable access to government programs and services in Aboriginal languages. (continued)

OBJECTIVE: Develop and monitor implementation plans for the delivery of services in all official languages, in appropriate government departments, boards and agencies.

Strategy	Expected Outcome	Status
GNWT departments, boards and agencies work together to develop implementation plans for the delivery of government services in the official languages of the NWT.	GNWT departments, boards and agencies will have plans, to be updated on an annual basis, showing how they will meet their responsibilities under the Official Languages Policy and Guidelines.	*ECE is coordinating the development of government-wide implementation plans to meet its obligations under the* Official Languages Policy and Guidelines. *In addition, ECE chairs a committee of departmental language coordinators who are examining options for coordinating the delivery of information on programs and services in the NWT's official languages.*

"Our culture is very important to us. I beleive that if we lose our language, our dances, our music, our tales handed down from generation to genration by our Elders, we lose what our country is to us. ...We must keep our language, our culture, and our land so that, even in Canada, we can still feel that we have our own country."

Mary John
(Moran, 1988)

Goal 4: Provide reasonable access to government programs and services in Aboriginal languages. (continued)

OBJECTIVE: Develop a certification process and occupational standards to support the Aboriginal language interpretation/translation industry, and to enhance the availability of such services to the GNWT.

Strategy	Expected Outcome	Status
In consultation with, and on behalf of, interpreters and translators and their clients, develop industry standards for recognition under the *Apprenticeship, Trades and Occupational Certification Act.*	Aboriginal language interpreters and translators will be able to be certified in their profession.	*A certification process is being developed by a committee of interpreters and translators, clients and linguists. The first part of the occupational standards, the knowledge of the profession and its performance standards, has been completed. Work on the second part, the language standards, is being started by the Chipewyan language community. Thereafter, ECE will work with one Aboriginal language community each year to develop standards for interpreting and translating in their language.*

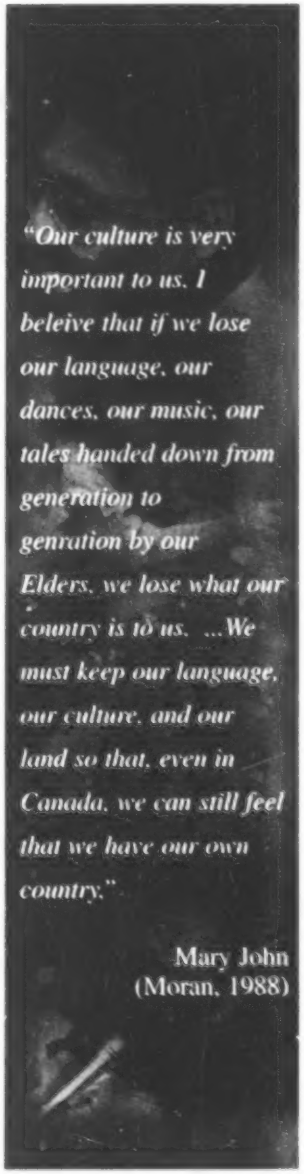
LOOKING TO THE FUTURE...

The transfer of financial resources to Aboriginal Language Communities for developing and implementing their Strategic Language Plans marks the beginning of a new partnership between the Government of the Northwest Territories and Aboriginal peoples. By linking this strategy and others outlined in this document, we believe that the Department of Education, Culture and Employment has provided many of the tools needed by Aboriginal Language Communities to take responsibility for the revitalization and continued use of their languages.

The Department of Education, Culture and Employment continues to work with Aboriginal language communities on the refinement and implementation of their Strategic Language Plans. This work will further define the role of government in supporting them to achieve their language goals and objectives. The Department's Aboriginal Languages Strategy will be adjusted as new needs are identified.

We would like to hear from you. If you have any comments on the strategies discussed in this document, or suggestions about how the Department of Education, Culture and Employment can better support Aboriginal language initiatives, please contact:

Pauline Gordon
Assistant Deputy Minister
Education and Culture Branch
Department of Education, Culture and Employment
Government of the Northwest Territories
PO Box 1320
Yellowknife NT X1A 2L9



"Our culture is very important to us. I beleive that if we lose our language, our dances, our music, our tales handed down from generation to genration by our Elders, we lose what our country is to us. ...We must keep our language, our culture, and our land so that, even in Canada, we can still feel that we have our own country."

Mary John
(Moran, 1988)

Goal 4: Provide reasonable access to government programs and services in Aboriginal languages. (continued)

OBJECTIVE: Develop a certification process and occupational standards to support the Aboriginal language interpretation/translation industry, and to enhance the availability of such services to the GNWT.

Strategy	Expected Outcome	Status
In consultation with, and on behalf of, interpreters and translators and their clients, develop industry standards for recognition under the *Apprenticeship, Trades and Occupational Certification Act.*	Aboriginal language interpreters and translators will be able to be certified in their profession.	*A certification process is being developed by a committee of interpreters and translators, clients and linguists. The first part of the occupational standards, the knowledge of the profession and its performance standards, has been completed. Work on the second part, the language standards, is being started by the Chipewyan language community. Thereafter, ECE will work with one Aboriginal language community each year to develop standards for interpreting and translating in their language.*

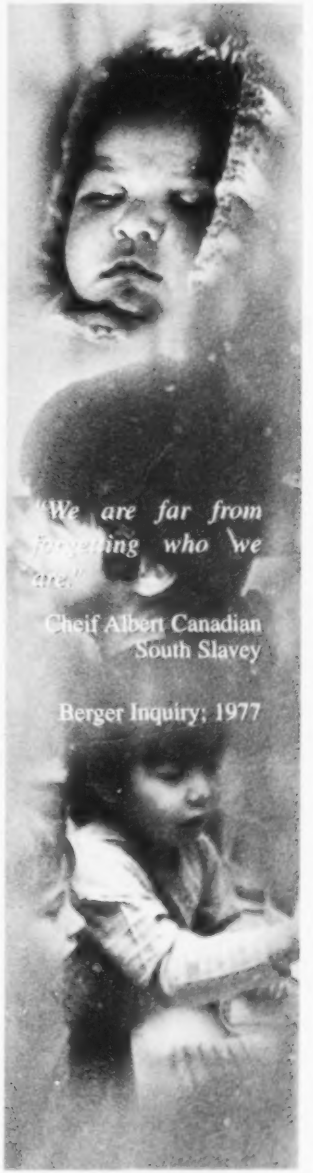
LOOKING TO THE FUTURE...

The transfer of financial resources to Aboriginal Language Communities for developing and implementing their Strategic Language Plans marks the beginning of a new partnership between the Government of the Northwest Territories and Aboriginal peoples. By linking this strategy and others outlined in this document, we believe that the Department of Education, Culture and Employment has provided many of the tools needed by Aboriginal Language Communities to take responsibility for the revitalization and continued use of their languages.

The Department of Education, Culture and Employment continues to work with Aboriginal language communities on the refinement and implementation of their Strategic Language Plans. This work will further define the role of government in supporting them to achieve their language goals and objectives. The Department's Aboriginal Languages Strategy will be adjusted as new needs are identified.

We would like to hear from you. If you have any comments on the strategies discussed in this document, or suggestions about how the Department of Education, Culture and Employment can better support Aboriginal language initiatives, please contact:

Pauline Gordon
Assistant Deputy Minister
Education and Culture Branch
Department of Education, Culture and Employment
Government of the Northwest Territories
PO Box 1320
Yellowknife NT X1A 2L9



Northwest Territories Population, by Age and Selected Language Characteristics
1996 Census

	All Ages	(%)	0 - 4 Years	(%)	5 - 14 Years	(%)	15 - 24 Years	(%)	25 - 34 Years	(%)	35 - 44 Years	(%)	45 - 54 Years	(%)	55 - 64 Years	(%)	65 & over	(%)
Aboriginal Pop.	19,005	100.0	2,405	100.0	4,490	100.0	3,270	100.0	3,205	100.0	2,355	100.0	1,455	100.0	900	100.0	920	100.0
Aboriginal Languages																		
Speak	7,425	39.1	425	17.7	1,025	22.8	1,065	32.6	1,275	39.8	1,160	49.3	910	62.5	710	78.9	870	94.6
Mother Tongue	5,860	30.8	305	12.7	655	14.6	830	25.4	1,010	31.5	965	41.0	765	52.6	595	66.1	720	78.3
Home Language	2,985	15.7	190	7.9	435	9.7	535	16.4	425	13.3	335	14.2	275	18.9	335	37.2	500	54.3
Inuktitut																		
Speak	1,065	5.6	45	1.9	105	2.3	95	2.9	185	5.8	195	8.3	185	12.7	125	13.9	115	12.5
Mother Tongue	835	4.4	25	1.0	50	1.1	55	1.7	135	4.2	160	6.8	175	12.0	115	12.8	95	10.3
Home Language	160	0.8	5	0.2	25	0.6	15	0.5	15	0.5	20	0.8	15	1.0	40	4.4	40	4.3
South Slave																		
Speak	2,635	13.9	140	5.8	360	8.0	390	11.9	485	15.1	440	18.7	320	22.0	230	25.6	275	29.9
Mother Tongue	2,075	10.9	105	4.4	235	5.2	300	9.2	370	11.5	355	15.1	270	18.6	200	22.2	245	26.6
Home Language	1,190	6.3	70	2.9	155	3.5	190	5.8	160	5.0	135	5.7	135	9.3	140	15.6	210	22.8
Dogrib																		
Speak	2,395	12.6	200	8.3	480	10.7	480	14.7	445	13.9	320	13.6	165	11.3	120	13.3	190	20.7
Mother Tongue	2,000	10.5	150	6.2	335	7.5	410	12.5	390	12.2	295	12.5	150	10.3	110	12.2	165	17.9
Home Language	1,355	7.1	115	4.8	235	5.2	290	8.9	205	6.4	155	6.6	90	6.2	95	10.6	165	17.9
Chipewyan																		
Speak	740	3.9	30	1.2	60	1.3	65	2.0	115	3.6	130	5.5	110	7.6	105	11.7	135	14.7
Mother Tongue	515	2.7	15	0.6	25	0.6	45	1.4	85	2.7	90	3.8	75	5.2	80	8.9	100	10.9
Home Language	210	1.1	-	-	20	0.4	30	0.9	35	1.1	25	1.1	15	1.0	40	4.4	55	6.0
Gwich'in																		
Speak	310	1.6	-	-	10	0.2	15	0.5	10	0.3	20	0.8	75	5.2	85	9.4	95	10.3
Mother Tongue	250	1.3	10	0.4	10	0.2	10	0.3	10	0.3	20	0.8	55	3.8	65	7.2	85	9.2
Home Language	40	0.2	-	-	-	-	-	-	10	0.3	-	-	10	0.7	10	1.1	20	2.2
Cree																		
Speak	280	1.5	10	0.4	10	0.2	20	0.6	35	1.1	55	2.3	55	3.8	45	5.0	60	6.5
Mother Tongue	185	1.0	-	-	-	-	10	0.3	20	0.6	45	1.9	40	2.7	25	2.8	30	3.3
Home Language	30	0.2	-	-	-	-	10	0.3	-	-	-	-	10	0.7	10	1.1	10	1.1

Prepared by NWT Bureau of Statistics, April 2000

Northwest Territories Population, by Age and Ability to Speak Aboriginal Language
1996 Census

	All Ages	0 - 4 Years	5 - 14 Years	15 - 24 Years	25 - 34 Years	35 - 44 Years	45 - 54 Years	55 - 64 Years	65 & over
Total Spoken	**7,425**	**425**	**1,025**	**1,065**	**1,275**	**1,160**	**910**	**710**	**870**
(%)	100.0	5.7	13.8	14.3	17.2	15.6	12.3	9.6	11.7
Inuktitut	**1,065**	**45**	**105**	**95**	**185**	**195**	**185**	**125**	**115**
(%)	100.0	4.2	9.9	8.9	17.4	18.3	17.4	11.7	10.8
South Slave	**2,635**	**140**	**360**	**390**	**485**	**440**	**320**	**230**	**275**
(%)	100.0	5.3	13.7	14.8	18.4	16.7	12.1	8.7	10.4
Dogrib	**2,395**	**200**	**480**	**480**	**445**	**320**	**165**	**120**	**190**
(%)	100.0	8.4	20.0	20.0	18.6	13.4	6.9	5.0	7.9
Chipewyan	**740**	**30**	**60**	**65**	**115**	**130**	**110**	**105**	**135**
(%)	100.0	4.1	8.1	8.8	15.5	17.6	14.9	14.2	18.2
Gwich'in	**310**	**-**	**10**	**15**	**10**	**20**	**75**	**85**	**95**
(%)	100.0	0.0	3.2	4.8	3.2	6.5	24.2	27.4	30.6
Cree	**280**	**10**	**10**	**20**	**35**	**55**	**55**	**45**	**60**
(%)	100.0	3.6	3.6	7.1	12.5	19.6	19.6	16.1	21.4

Prepared by NWT Bureau of Statistics, April 2000

Northwest Territories Population, by Age and Selected Language Characteristics
1996 Census

	All Ages	(%)	0 - 4 Years	(%)	5 - 14 Years	(%)	15 - 24 Years	(%)	25 - 34 Years	(%)	35 - 44 Years	(%)	45 - 54 Years	(%)	55 - 64 Years	(%)	65 & over	(%)
Aboriginal Pop.	19,005	100.0	2,405	100.0	4,490	100.0	3,270	100.0	3,205	100.0	2,355	100.0	1,455	100.0	900	100.0	920	100.0
Aboriginal Languages																		
Speak	7,425	39.1	425	17.7	1,025	22.8	1,065	32.6	1,275	39.8	1,160	49.3	910	62.5	710	78.9	870	94.6
Mother Tongue	5,860	30.8	305	12.7	655	14.6	830	25.4	1,010	31.5	965	41.0	765	52.6	595	66.1	720	78.3
Home Language	2,985	15.7	190	7.9	435	9.7	535	16.4	425	13.3	335	14.2	275	18.9	335	37.2	500	54.3
Inuktitut																		
Speak	1,065	5.6	45	1.9	105	2.3	95	2.9	185	5.8	195	8.3	185	12.7	125	13.9	115	12.5
Mother Tongue	835	4.4	25	1.0	50	1.1	55	1.7	135	4.2	160	6.8	175	12.0	115	12.8	95	10.3
Home Language	160	0.8	5	0.2	25	0.6	15	0.5	15	0.5	20	0.8	15	1.0	40	4.4	40	4.3
South Slave																		
Speak	2,635	13.9	140	5.8	360	8.0	390	11.9	485	15.1	440	18.7	320	22.0	230	25.6	275	29.9
Mother Tongue	2,075	10.9	105	4.4	235	5.2	300	9.2	370	11.5	355	15.1	270	18.6	200	22.2	245	26.6
Home Language	1,190	6.3	70	2.9	155	3.5	190	5.8	160	5.0	135	5.7	135	9.3	140	15.6	210	22.8
Dogrib																		
Speak	2,395	12.6	200	8.3	480	10.7	480	14.7	445	13.9	320	13.6	165	11.3	120	13.3	190	20.7
Mother Tongue	2,000	10.5	150	6.2	335	7.5	410	12.5	390	12.2	295	12.5	150	10.3	110	12.2	165	17.9
Home Language	1,355	7.1	115	4.8	235	5.2	290	8.9	205	6.4	155	6.6	90	6.2	95	10.6	165	17.9
Chipewyan																		
Speak	740	3.9	30	1.2	60	1.3	65	2.0	115	3.6	130	5.5	110	7.6	105	11.7	135	14.7
Mother Tongue	515	2.7	15	0.6	25	0.6	45	1.4	85	2.7	90	3.8	75	5.2	80	8.9	100	10.9
Home Language	210	1.1	-	-	20	0.4	30	0.9	35	1.1	25	1.1	15	1.0	40	4.4	55	6.0
Gwich'in																		
Speak	310	1.6	-	-	10	0.2	15	0.5	10	0.3	20	0.8	75	5.2	85	9.4	95	10.3
Mother Tongue	250	1.3	10	0.4	10	0.2	10	0.3	10	0.3	20	0.8	55	3.8	65	7.2	85	9.2
Home Language	40	0.2	-	-	-	-	-	-	10	0.3	-	-	10	0.7	10	1.1	20	2.2
Cree																		
Speak	280	1.5	10	0.4	10	0.2	20	0.6	35	1.1	55	2.3	55	3.8	45	5.0	60	6.5
Mother Tongue	185	1.0	-	-	-	-	10	0.3	20	0.6	45	1.9	40	2.7	25	2.8	30	3.3
Home Language	30	0.2	-	-	-	-	10	0.3	-	-	-	-	10	0.7	10	1.1	10	1.1

Prepared by NWT Bureau of Statistics, April 2000

Northwest Territories Population, by Age and Ability to Speak Aboriginal Language
1996 Census

	All Ages	0 - 4 Years	5 - 14 Years	15 - 24 Years	25 - 34 Years	35 - 44 Years	45 - 54 Years	55 - 64 Years	65 & over
Total Spoken	7,425	425	1,025	1,065	1,275	1,160	910	710	870
(%)	100.0	5.7	13.8	14.3	17.2	15.6	12.3	9.6	11.7
Inuktitut	1,065	45	105	95	185	195	185	125	115
(%)	100.0	4.2	9.9	8.9	17.4	18.3	17.4	11.7	10.8
South Slave	2,635	140	360	390	485	440	320	230	275
(%)	100.0	5.3	13.7	14.8	18.4	16.7	12.1	8.7	10.4
Dogrib	2,395	200	480	480	445	320	165	120	190
(%)	100.0	8.4	20.0	20.0	18.6	13.4	6.9	5.0	7.9
Chipewyan	740	30	60	65	115	130	110	105	135
(%)	100.0	4.1	8.1	8.8	15.5	17.6	14.9	14.2	18.2
Gwich'in	310	-	10	15	10	20	75	85	95
(%)	100.0	0.0	3.2	4.8	3.2	6.5	24.2	27.4	30.6
Cree	280	10	10	20	35	55	55	45	60
(%)	100.0	3.6	3.6	7.1	12.5	19.6	19.6	16.1	21.4

Prepared by NWT Bureau of Statistics, April 2000

Northwest Territories Population, by Age and Home Language
1996 Census

	All Ages	0 - 4 Years	5 - 14 Years	15 - 24 Years	25 - 34 Years	35 - 44 Years	45 - 54 Years	55 - 64 Years	65 & over
Total Home Language	**2,985**	**190**	**435**	**535**	**425**	**335**	**275**	**335**	**500**
(%)	100.0	6.4	14.6	17.9	14.2	11.2	9.2	11.2	16.8
Inuktitut	**160**	**5**	**25**	**15**	**15**	**20**	**15**	**40**	**40**
(%)	100.0	3.1	15.6	9.4	9.4	12.5	9.4	25.0	25.0
South Slave	**1,190**	**70**	**155**	**190**	**160**	**135**	**135**	**140**	**210**
(%)	100.0	5.9	13.0	16.0	13.4	11.3	11.3	11.8	17.6
Dogrib	**1,355**	**115**	**235**	**290**	**205**	**155**	**90**	**95**	**165**
(%)	100.0	8.5	17.3	21.4	15.1	11.4	6.6	7.0	12.2
Chipewyan	**210**	**-**	**20**	**30**	**35**	**25**	**15**	**40**	**55**
(%)	100.0	0.0	9.5	14.3	16.7	11.9	7.1	19.0	26.2
Gwich'in	**40**	**-**	**-**	**-**	**10**	**-**	**10**	**10**	**20**
(%)	100.0	0.0	0.0	0.0	25.0	0.0	25.0	25.0	50.0
Cree	**30**	**-**	**-**	**10**	**-**	**-**	**10**	**10**	**10**
(%)	100.0	0.0	0.0	33.3	0.0	0.0	33.3	33.3	33.3

Prepared by NWT Bureau of Statistics, April 2000

Northwest Territories Population, by Age and Mother Tongue
1996 Census

	All Ages	0 - 4 Years	5 - 14 Years	15 - 24 Years	25 - 34 Years	35 - 44 Years	45 - 54 Years	55 - 64 Years
Total Mother Tongue	**5,860**	**305**	**655**	**830**	**1,010**	**965**	**765**	**595**
(%)	100.0	5.2	11.2	14.2	17.2	16.5	13.1	10.2
Inuktitut	**835**	**25**	**50**	**55**	**135**	**160**	**175**	**115**
(%)	100.0	3.0	6.0	6.6	16.2	19.2	21.0	13.8
South Slave	**2,075**	**105**	**235**	**300**	**370**	**355**	**270**	**200**
(%)	100.0	5.1	11.3	14.5	17.8	17.1	13.0	9.6
Dogrib	**2,000**	**150**	**335**	**410**	**390**	**295**	**150**	**110**
(%)	100.0	7.5	16.8	20.5	19.5	14.8	7.5	5.5
Chipewyan	**515**	**15**	**25**	**45**	**85**	**90**	**75**	**80**
(%)	100.0	2.9	4.9	8.7	16.5	17.5	14.6	15.5
Gwich'in	**250**	**10**	**10**	**10**	**10**	**20**	**55**	**65**
(%)	100.0	4.0	4.0	4.0	4.0	8.0	22.0	26.0
Cree	**185**	**-**	**-**	**10**	**20**	**45**	**40**	**25**
(%)	100.0	0.0	0.0	5.4	10.8	24.3	21.6	13.5

Prepared by NWT Bureau of Statistics, April 2000

Northwest Territories Population, by Age and Home Language
1996 Census

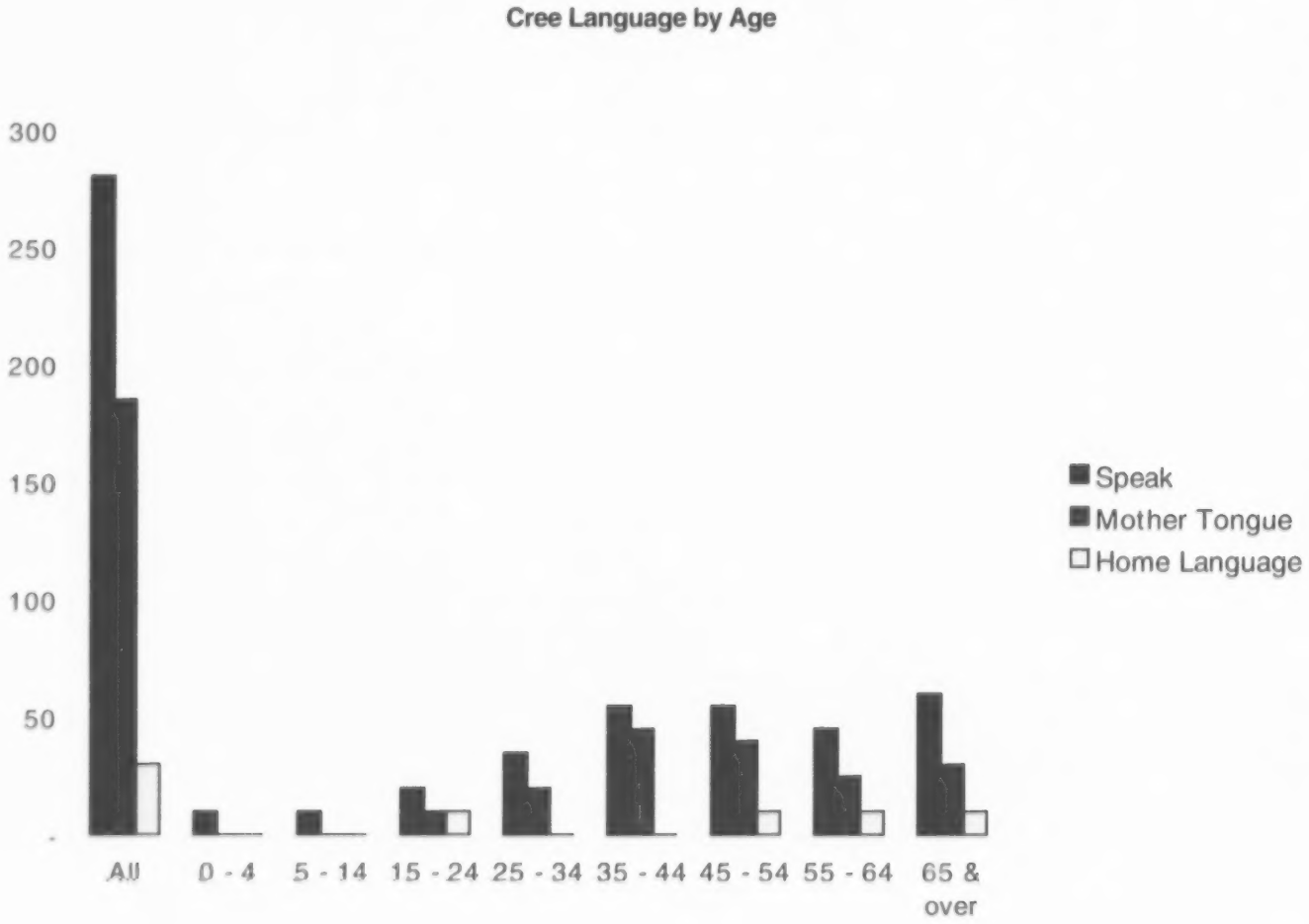
	All Ages	0 - 4 Years	5 - 14 Years	15 - 24 Years	25 - 34 Years	35 - 44 Years	45 - 54 Years	55 - 64 Years	65 & over
Total Home Language	**2,985**	**190**	**435**	**535**	**425**	**335**	**275**	**335**	**500**
(%)	100.0	6.4	14.6	17.9	14.2	11.2	9.2	11.2	16.8
Inuktitut	**160**	**5**	**25**	**15**	**15**	**20**	**15**	**40**	**40**
(%)	100.0	3.1	15.6	9.4	9.4	12.5	9.4	25.0	25.0
South Slave	**1,190**	**70**	**155**	**190**	**160**	**135**	**135**	**140**	**210**
(%)	100.0	5.9	13.0	16.0	13.4	11.3	11.3	11.8	17.6
Dogrib	**1,355**	**115**	**235**	**290**	**205**	**155**	**90**	**95**	**165**
(%)	100.0	8.5	17.3	21.4	15.1	11.4	6.6	7.0	12.2
Chipewyan	**210**	**-**	**20**	**30**	**35**	**25**	**15**	**40**	**55**
(%)	100.0	0.0	9.5	14.3	16.7	11.9	7.1	19.0	26.2
Gwich'in	**40**	**-**	**-**	**-**	**10**	**-**	**10**	**10**	**20**
(%)	100.0	0.0	0.0	0.0	25.0	0.0	25.0	25.0	50.0
Cree	**30**	**-**	**-**	**10**	**-**	**-**	**10**	**10**	**10**
(%)	100.0	0.0	0.0	33.3	0.0	0.0	33.3	33.3	33.3

Prepared by NWT Bureau of Statistics, April 2000

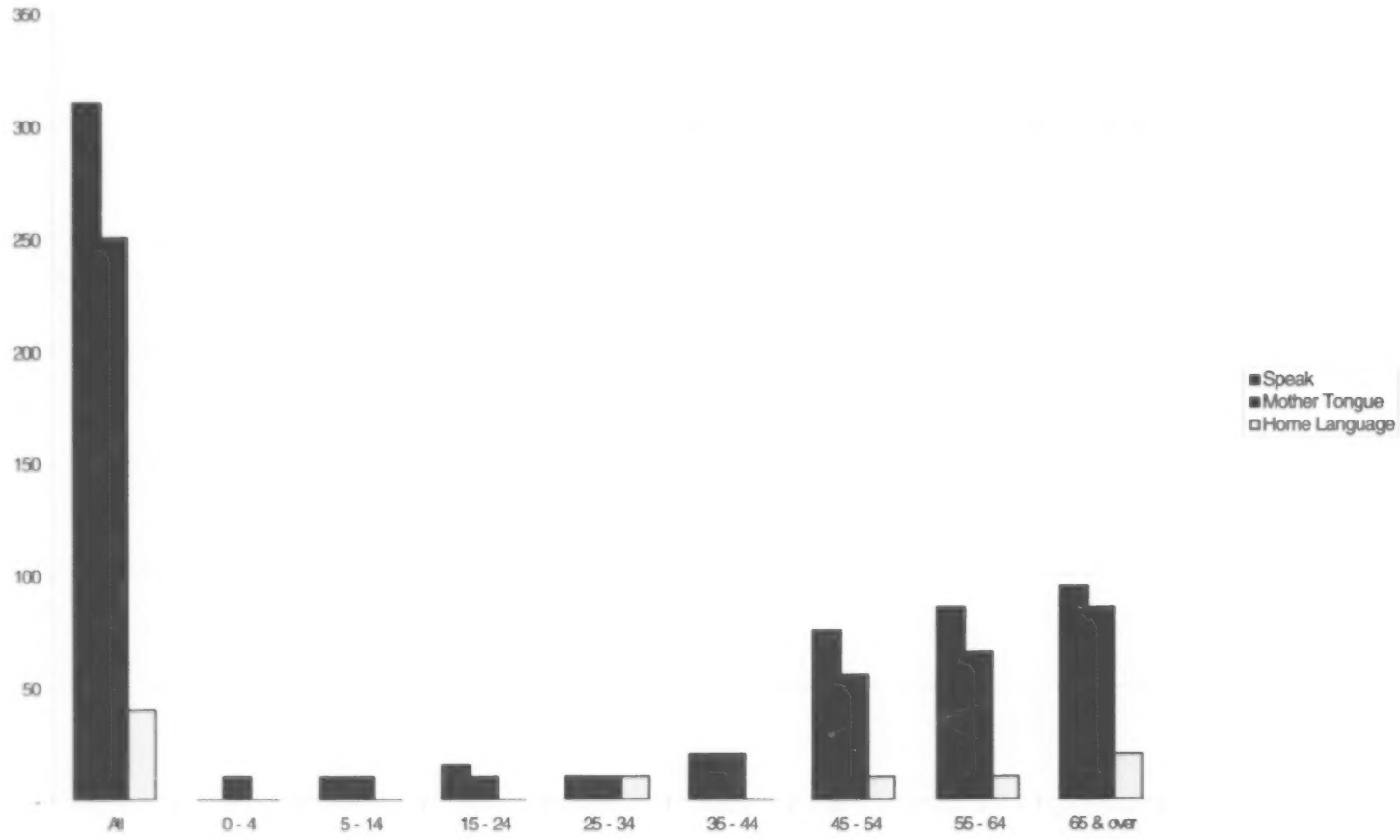
Northwest Territories Population, by Age and Mother Tongue
1996 Census

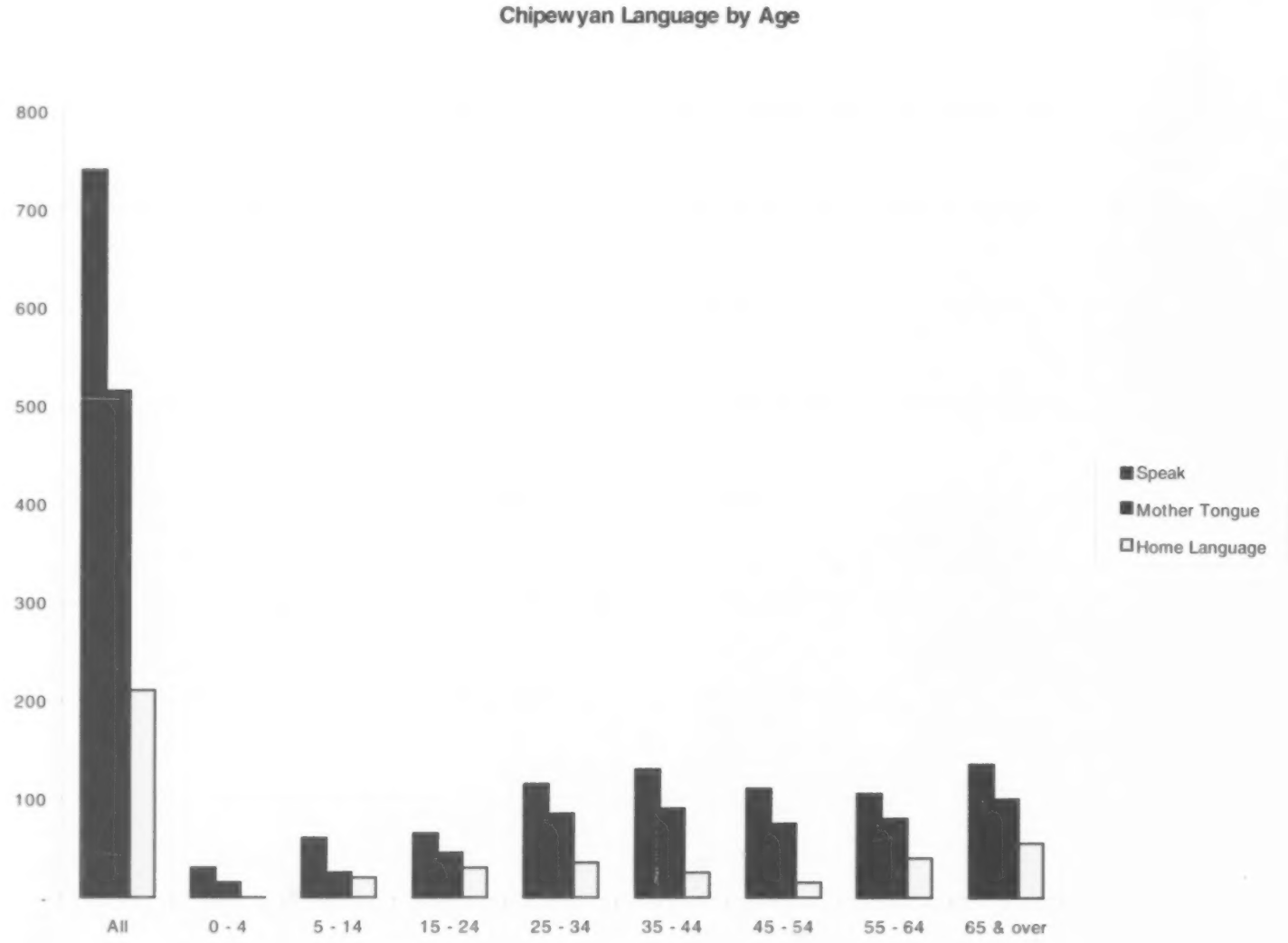
	All Ages	0 - 4 Years	5 - 14 Years	15 - 24 Years	25 - 34 Years	35 - 44 Years	45 - 54 Years	55 - 64 Years
Total Mother Tongue	**5,860**	**305**	**655**	**830**	**1,010**	**965**	**765**	**595**
(%)	100.0	5.2	11.2	14.2	17.2	16.5	13.1	10.2
Inuktitut	**835**	**25**	**50**	**55**	**135**	**160**	**175**	**115**
(%)	100.0	3.0	6.0	6.6	16.2	19.2	21.0	13.8
South Slave	**2,075**	**105**	**235**	**300**	**370**	**355**	**270**	**200**
(%)	100.0	5.1	11.3	14.5	17.8	17.1	13.0	9.6
Dogrib	**2,000**	**150**	**335**	**410**	**390**	**295**	**150**	**110**
(%)	100.0	7.5	16.8	20.5	19.5	14.8	7.5	5.5
Chipewyan	**515**	**15**	**25**	**45**	**85**	**90**	**75**	**80**
(%)	100.0	2.9	4.9	8.7	16.5	17.5	14.6	15.5
Gwich'in	**250**	**10**	**10**	**10**	**10**	**20**	**55**	**65**
(%)	100.0	4.0	4.0	4.0	4.0	8.0	22.0	26.0
Cree	**185**	**-**	**-**	**10**	**20**	**45**	**40**	**25**
(%)	100.0	0.0	0.0	5.4	10.8	24.3	21.6	13.5

Prepared by NWT Bureau of Statistics, April 2000

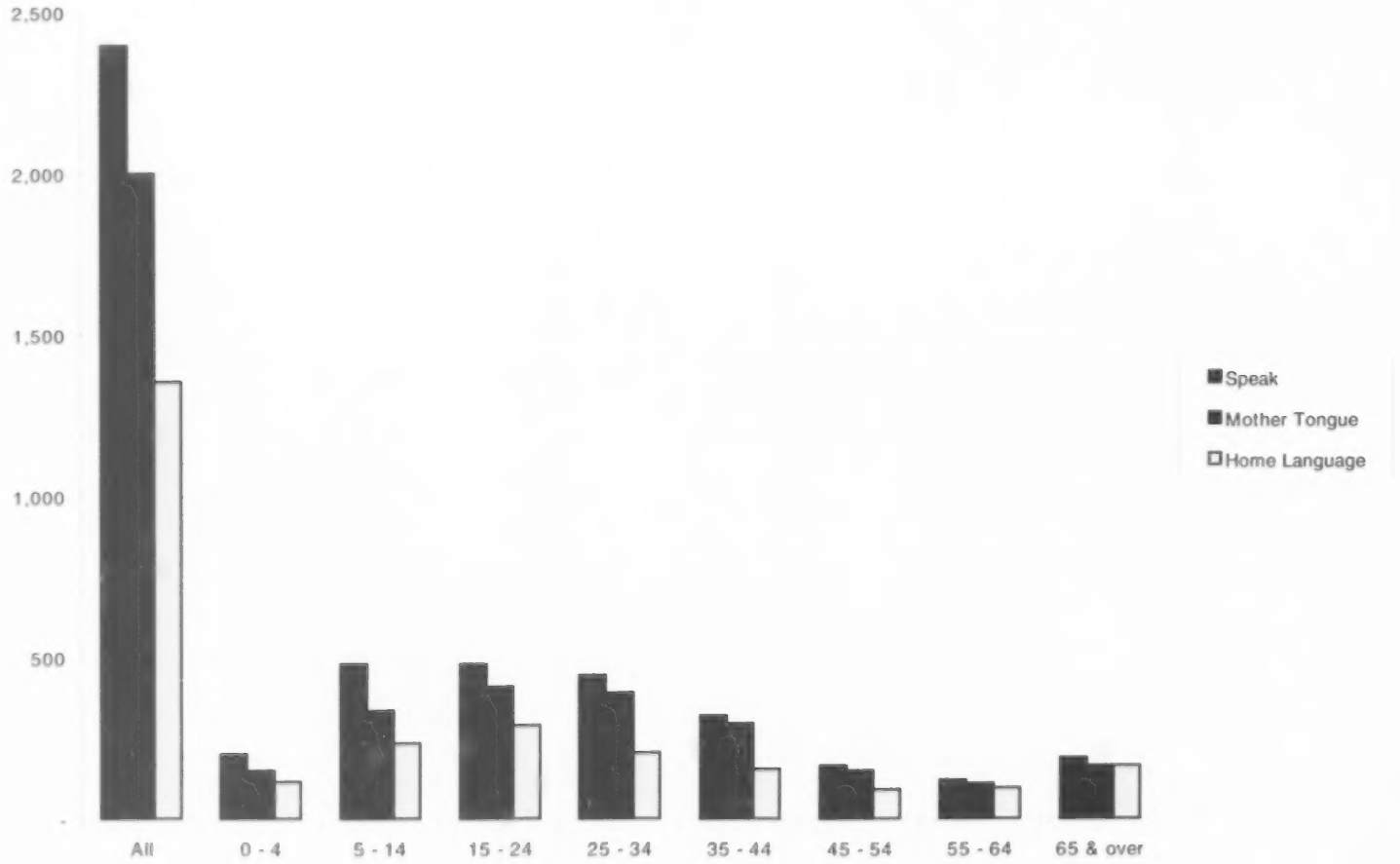

Cree Language by Age
300
250
200
150
100
50
-
All
0 - 4
5 - 14
15 - 24
25 - 34
35 - 44
45 - 54
55 - 64
65 & over
Speak
Mother Tongue
Home Language

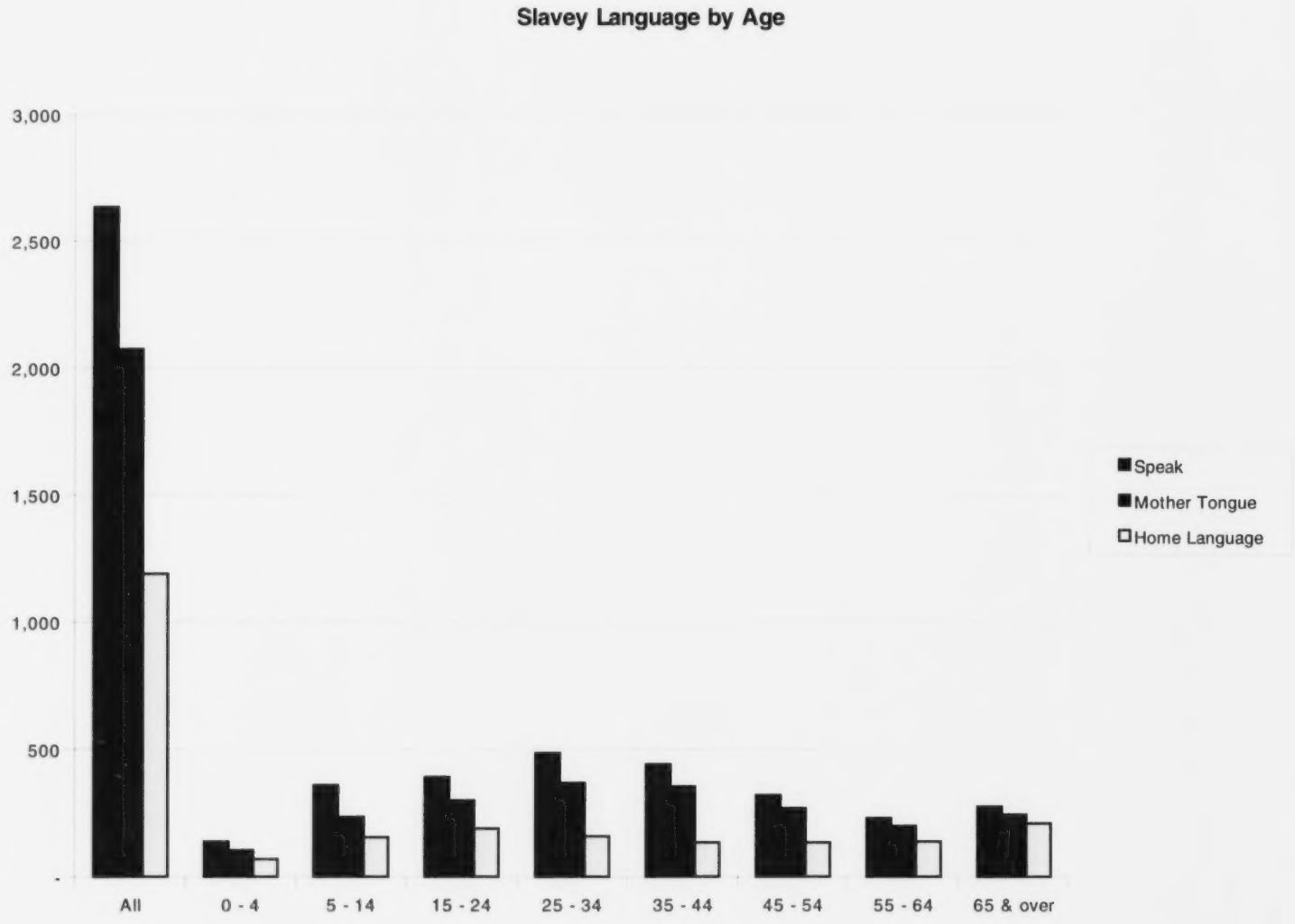
Gwich'in Language by Age



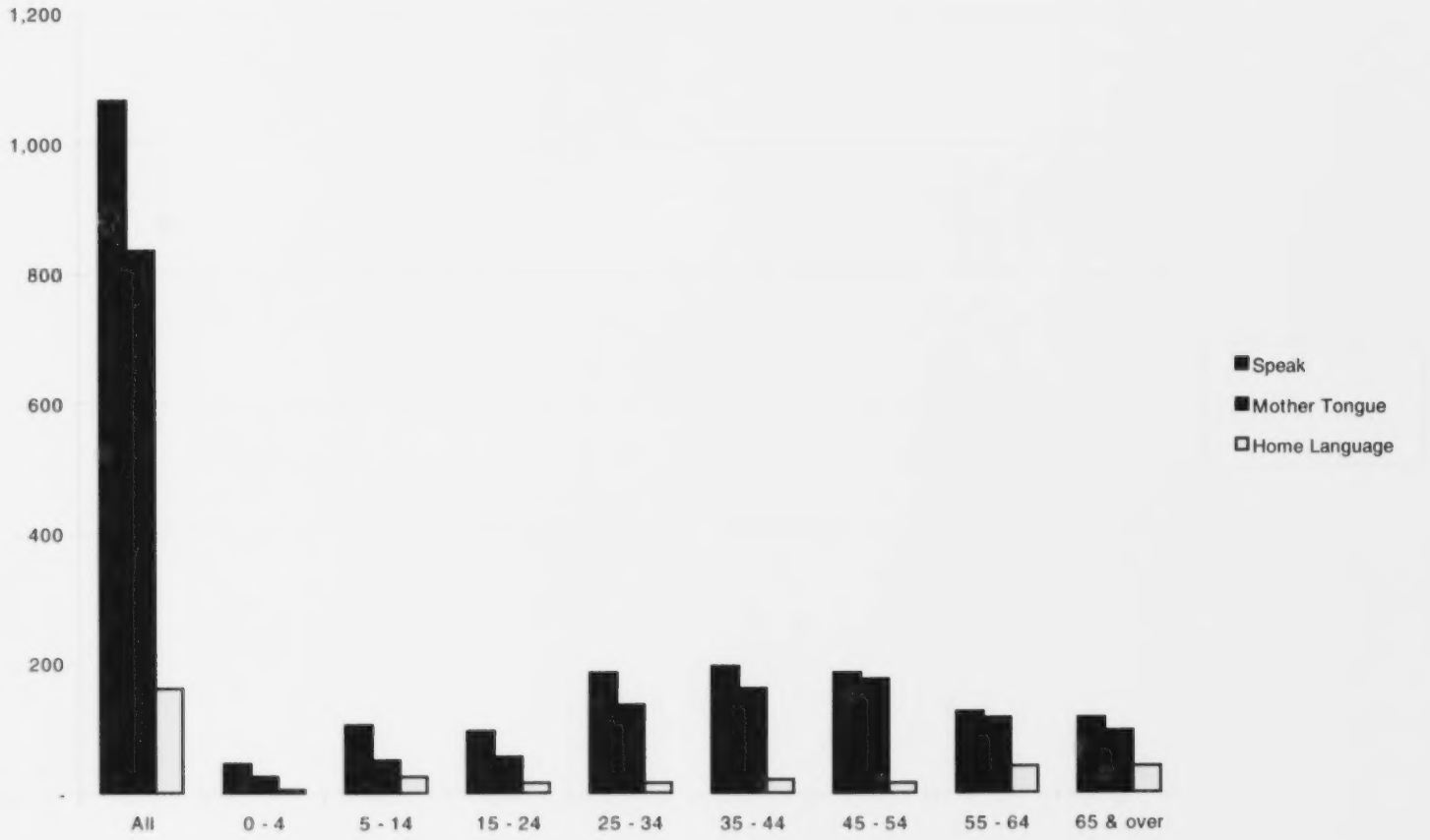

Chipewyan Language by Age
800
700
600
500
400
300
200
100
-
All
0 - 4
5 - 14
15 - 24
25 - 34
35 - 44
45 - 54
55 - 64
65 & over
Speak
Mother Tongue
Home Language

Dogrib Language by Age




Slavey Language by Age
3,000
2,500
2,000
1,500
1,000
500
-
All
0 - 4
5 - 14
15 - 24
25 - 34
35 - 44
45 - 54
55 - 64
65 & over
Speak
Mother Tongue
Home Language

Inuit Languages by Age



APPENDIX 1- STATISTICS

	Chipewyan	Cree	Dogrib	Gwich'in	Inuvialuktun	North Slavey	South Slavey	Total
Aklavik	0	0	0	432	498	0	0	930
Coleville Lake	0	0	0	0	0	100	0	100
Deline	0	0	0	0	0	819	0	819
Fort Good Hope	0	0	0	0	0	750	0	750
Fort McPherson	0	0	0	1223	0	0	0	1,223
Holman	0	0	0	0	407	0	0	407
Inuvik	0	0	0	364	1429	0	0	1,793
Norman Wells	0	0	0	0	0	0	0	0
Paulatuk	0	0	0	0	245	0	0	245
Sachs Harbour	0	0	0	0	116	0	0	116
Tsiigehtchic	0	0	0	378	0	0	0	378
Tuktoyaktuk	0	0	0	0	999	0	0	999
Tulita	0	0	0	0	0	493	0	493
Dettah	0	0	0	0	0	0	0	0
Enterprise	0	0	0	0	0	0	0	0
Fort Liard	0	0	0	0	0	0	514	514
Fort Providence	0	0	0	0	0	0	932	932
Fort Resolution	703	0	0	0	0	0	0	703
Fort Simpson	0	0	0	0	0	0	1055	1,055
Fort Smith	916	350	0	0	0	0	0	1,266
Hay River	0	300	0	0	0	0	488	788
Hay River Reserve	0	0	0	0	0	0	64	64
Jean Marie River	0	0	0	0	0	0	110	110
Kakisa	0	0	0	0	0	0	54	54
Lutsel'k'e	589	0	0	0	0	0	0	589
Nahanni Butte	0	0	0	0	0	0	112	112
Rae Lakes	0	0	271	0	0	0	0	271
Rae-Edzo	0	0	2191	0	0	0	0	2,191
Snare Lake	0	0	129	0	0	0	0	129
Trout Lake	0	0	0	0	0	0	94	94
Wha Ti	0	0	486	0	0	0	0	486
Wrigley	0	0	0	0	0	0	322	322
Yellowknife	0	35	1061	0	0	0	0	1,096
Outside Region	0	0	0	0	800	0	0	800
TOTAL	2,208	685	4,139	2,397	4,494	2,162	3,745	19,829
Percentage	11.14%	3.45%	20.87%	12.09%	22.66%	10.90%	18.89%	100%

APPENDIX 1 - STATISTICS

	Chipewyan	Cree	Dogrib	Gwich'in	Inuvialuktun	North Slavey	South Slavey	Total
Aklavik	0	0	0	432	498	0	0	930
Coleville Lake	0	0	0	0	0	100	0	100
Deline	0	0	0	0	0	819	0	819
Fort Good Hope	0	0	0	0	0	750	0	750
Fort McPherson	0	0	0	1223	0	0	0	1,223
Holman	0	0	0	0	407	0	0	407
Inuvik	0	0	0	364	1429	0	0	1,793
Norman Wells	0	0	0	0	0	0	0	0
Paulatuk	0	0	0	0	245	0	0	245
Sachs Harbour	0	0	0	0	116	0	0	116
Tsiigetchic	0	0	0	378	0	0	0	378
Tuktoyaktuk	0	0	0	0	999	0	0	999
Tulita	0	0	0	0	0	493	0	493
Dettah	0	0	0	0	0	0	0	0
Enterprise	0	0	0	0	0	0	0	0
Fort Liard	0	0	0	0	0	0	514	514
Fort Providence	0	0	0	0	0	0	932	932
Fort Resolution	703	0	0	0	0	0	0	703
Fort Simpson	0	0	0	0	0	0	1055	1,055
Fort Smith	916	350	0	0	0	0	0	1,266
Hay River	0	300	0	0	0	0	488	788
Hay River Reserve	0	0	0	0	0	0	64	64
Jean-Marie River	0	0	0	0	0	0	110	110
Kakisa	0	0	0	0	0	0	54	54
Lutselk'e	589	0	0	0	0	0	0	589
Nahanni Butte	0	0	0	0	0	0	112	112
Rae Lakes	0	0	271	0	0	0	0	271
Rae-Edzo	0	0	2191	0	0	0	0	2,191
Snare Lake	0	0	129	0	0	0	0	129
Trout Lake	0	0	0	0	0	0	94	94
Wha Ti	0	0	486	0	0	0	0	486
Wrigley	0	0	0	0	0	0	322	322
Yellowknife	0	35	1061	0	0	0	0	1,096
Outside Region	0	0	0	0	800	0	0	800
TOTAL	2,208	685	4,139	2,397	4,494	2,162	3,746	19,829
Percentage	11.14%	3.45%	20.87%	12.09%	22.66%	10.90%	18.89%	100%

Action Item	Roles	Timing
Support Aboriginal language communities to develop and implement strategic language plans		
Fund each of the Aboriginal language communities to develop a strategic language plan	ECE	•
Provide annual funding to Aboriginal language communities to implement their language plans	ECE	⊕
Update language plans on a regular basis	ALCs	⊕
Facilitate Aboriginal Language Communities' efforts to revitalize, enhance and promote their languages by:		
• Negotiating funding arrangements for official languages activities with the Government of Canada	ECE	⊕
• Fulfilling annual reporting requirements	ECE, ALCs	⊕
• Developing an evaluation strategy	ECE, ALCs	⊗
• Providing professional and technical support	ECE,	⊕
• Providing information on available language resources		
• Facilitating the integration of Aboriginal language plans with the Teacher Education Program Strategy and the Culture-Based Education Strategy	ECE	⊕
• Promoting Official languages	ECE, ALCs	⊕
• Coordinating discussions between Aboriginal language communities	ECE	⊕
Promote the value of the Northwest Territories' official Aboriginal languages		
Provide funding to Aboriginal language broadcasters	ECE	⊕
Provide funding for Aboriginal literacy through the Community Literacy Program/Literacy Strategy	ECE	⊕
Include Aboriginal culture and language units in the Adult Basic Education curriculum	ECE, Aurora College	⊕
Offer evening Aboriginal language programs through Aurora College	Aurora College	⊕
Develop and implement a promotional plan for Aboriginal languages	ECE, ALCs	Ω
Compile a database of Aboriginal language place names	ECE, ALCs	⊕
Submit request to Cabinet to approve the official use of a community's traditional name	ECE, ALCs	⊕

APPENDIX 2 - IMPLEMENTATION PLAN

Action Item	Roles	Timing
Create a learning environment that supports the Aboriginal language community's efforts to revitalize Aboriginal languages		
Provide funding for childcare facilities and communities through the Healthy Children Initiative to offer Aboriginal language and culture programs	ECE, childcare facilities, ALCs	⊕
Develop and implement *Dene Kede* at grade levels K-12	ECE, DECs, DEAs, TLCs	⊕
Develop and implement *Inuuqatigiit* at grade levels K-12	ECE, DECs, DEAs, TLCs	⊕
Deliver Northern Studies 10 by distance education	ECE, DECs, DEAs	⊕
Deliver Aboriginal language instruction in K-12	ECE, DECs, DEAs	⊕
Provide funding for Teaching and Learning Centres	ECE, DECs, DEAs	⊕
Support training of Aboriginal language teachers	ECE, DECs, Aurora College	⊕
Implement the Aboriginal Language and Cultural Instructor Program for language specialists	ECE, DECs, Aurora College	⊕
Provide Interpreter/Translator training programs	Aurora College	Ω
Ensure that Government programs and services are available in Aboriginal languages		
Develop a policy and guidelines for the application of the *Official Languages Act of the NWT*	GNWT	♦
Develop an implementation plan for the delivery of government services in the official languages of the Northwest Territories	ECE, other GNWT dept.	Ω
Develop a certification process for Aboriginal language interpreter/translators	ECE, ALCs	⊕

ROLES
Education, Culture and Employment (ECE)
District Education Authorities (DEAs)
Aboriginal Language Communities (ALCs)
Government of the Northwest Territories (GNWT)

TIMING	
♦	**Completed**
⊕	**Immediate and ongoing**
⊗	**Immediate and one time only**
Ω	**Over the next one to three years**

GOVERNMENT OF THE NWT

The Government of the Northwest Territories (GNWT) offers a number of programs that support Aboriginal languages. The following list provides a short description of those programs and a contact for additional information.

Aboriginal Languages Community Funding

Aboriginal language communities have developed Strategic Language Plans to revitalize, maintain and enhance their languages. Funding for the implementation of these plans is provided by both the GNWT and the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT.*

Contact:
Manager, Language Services
Education, Culture and Employment
BOX 1320
YELLOWKNIFE NT X1A 2L9
(867) 920-8630
(867) 873-0185 – FAX

Aurora College Teacher Education Program

The GNWT's vision for the education system calls for a teaching force that is representative of the population, and for the language and culture of the students to be reflected and respected in all areas of the curriculum. In order to achieve this vision, it is important to provide opportunities for the development of qualified Aboriginal teachers and Aboriginal Language Specialists. This is done through the Aurora College Teacher Education Program. Funding for this program is provided by both the GNWT and the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT.*

Contacts:
Consultant, Teacher Training
Education, Culture and Employment
BOX 1320
YELLOWKNIFE NT X1A 2L9
(867) 873-7372
(867) 873-0237 – FAX

Coordinator, Teacher Education Program
Aurora College Head Office
BOX 1290
FORT SMITH NT X0E 0P0
(867) 872-7017
(867) 872-5143 – FAX

Aurora College Interpreter/Translator Program

This is a two-year diploma program that is presently being reviewed by Aurora College. Decisions regarding the future of the program will be made over the summer of 2000. Funding for this program was provided by the College, from its core funding, and by the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT.*

Contact: Manager, Program Development
Aurora College Head Office
BOX 1290
FORT SMITH NT X0E 0P0
(867) 872-7014
(867) 872-5143 – FAX

Community Literacy Program

This program provides financial support to community literacy initiatives in all languages. Funding is provided by the GNWT.

Contact: Literacy and Adult Basic Education Coordinator
Education, Culture and Employment
BOX 1320
YELLOWKNIFE NT X1A 2L9
(867) 920-3482
(867) 873-0237 – FAX

or

Director, Policy and Programs
Aurora College Head Office
BOX 1290
FORT SMITH NT X0E 0P0
(867) 872-7012
(867) 872-5143 - FAX

Curriculum Development (K-12)

The Department of Education, Culture and Employment (ECE) is responsible for the development of curricula for use in the NWT. This development is done in consultation with Divisional Education Councils, District Education Authorities, community representatives, as well as with Western Canadian Protocol (WCP) partners. To date, WCP curricula have been developed for English and French Language Arts, Mathematics and Aboriginal Language Arts. WCP Social Studies is currently under development. This process is funded by the GNWT.

Contacts: Curriculum Coordinator, Dene Programs
(867) 920-3481

or

Curriculum Coordinator, Inuktitut Programs
(867) 920-3415

or

Curriculum Coordinator, Social Studies and Northern Studies
(867) 873-7674

Early Childhood and School Services
Department of Education, Culture and Employment
BOX 1320
YELLOWKNIFE NT X1A 2L9
(867) 873-0109 – FAX

Geographic Place Names

This program supports the preservation and promotion of traditional names for geographic features and populated places in the Northwest Territories (NWT) and the recording of the stories and legends associated with these traditional names. Requests for community name changes are prepared for submission to the Legislative Assembly. Funding is provided under the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT.*

Contact: Director, Culture, Heritage and Languages Division
Education, Culture and Employment
BOX 1320
YELLOWKNIFE NT X1A 2L9
(867) 873-7551
(867) 873-0205 – FAX

Interpreter/Translator Certification

The Department of ECE is working in partnership with interpreters and translators to develop occupational standards for recognition under the *Apprenticeship, Trade and Occupations Certification Act*. This process is funded by the GNWT and the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT.*

Contact: Official Languages Coordinator, Aboriginal Language Programs
Education, Culture and Employment
BOX 1320
YELLOWKNIFE NT X1A 2L9
(867) 920-6251
(867) 873-0185 – FAX

NWT Arts Council Contributions

This program supports and encourages creative artistic projects in the visual, literary, performing arts and new media in the NWT. Funding is provided by the GNWT.

Contact: Manager, Community Programs
Education, Culture and Employment
BOX 1320
YELLOWKNIFE NT X1A 2L9
(867) 920-6370
(867) 873-0205 – FAX

Support to Aboriginal Language Broadcasting

Funding is provided under the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT* to support the production and broadcast of Aboriginal language radio and television programming.

Contact: Manager, Information Networks
Education, Culture and Employment
BOX 1320
YELLOWKNIFE NT X1A 2L9
(867) 873-7251
(867) 873-0107 – FAX

Teaching and Learning Centres

Teaching and Learning Centres receive funding for the maintenance, development and revitalization of official Aboriginal languages and for the development of cultural programs and materials. This funding is provided by means of Contribution Agreements with Divisional Education Councils (DECs) and District Education Authorities (DEAs). Funding is provided by both the GNWT and the *Canada-NWT Cooperation Agreement for French and Aboriginal Languages in the NWT.*

Contacts

Director, Early Childhood and School Services
Education, Culture and Employment
BOX 1320
YELLOWKNIFE NT X1A 2L9
(867) 920-3491
(867) 873-0109 – FAX

Beaufort-Delta Divisional Education Council	(867) 777-7131 (867) 777-2469 - FAX
Deh Cho Divisional Education Council	(867) 695-7308 (867) 695-7348 – FAX
Dogrib Divisional Education Council	(867) 371-3026 (867) 371-3053 - FAX
Sahtu Divisional Education Council	(867) 587-3450 (867) 587-3467 - FAX
South Slave Divisional Education Council	(867) 872-7215 (867) 872-2150 - FAX
Yellowknife District Education Authority	(867) 873-5050 (867) 873-5051 - FAX
Yellowknife Public Denominational District Education Authority	(867) 873-2200 (867) 873-2701 - FAX

ABORIGINAL LANGUAGE COMMUNITIES

Each Aboriginal language community has identified an organization and/or an individual as a contact for language issues. They are also responsible for the implementation of the Strategic Language Plans.

Chipewyan:

Executive Director
Akaitcho Territory Government
FORT RESOLUTION NT X0E 0M0
(867) 394-4304
(867) 394-3413 – FAX

Cree:

Regional Manager
Métis Education & Training Initiative Strategy
BOX 1508
FORT SMITH NT X0E 0N0
(867) 872-3630
(867) 872-5453 – FAX

Dogrib:

Director
Dogrib Community Services Board
BAG SERVICE #1
RAE-EDZO NT X0E 0Y0
(867) 371-3700
(867) 371-3053 – FAX

Teaching and Learning Centre
Dogrib Community Services Board
RAE-EDZO NT X0E 0Y0
(867) 392-6377
(867) 392-6905 – FAX

Gwich'in:

President
Gwich'in Tribal Council
BOX 1509
INUVIK NT X0E 0T0
(867) 777-4869
(867) 777-4538 – FAX

Executive Director
Gwich'in Social and Cultural Institute
BOX 46
TSIIGEHTCHIC NT X0E 0B0
(867) 953-3613
(867) 953-3820 – FAX

Inuvialuktun/Inuinnaqtun:

Executive Director
Inuvialuit Regional Corporation
BOX 2000
INUVIK NT X0E 0T0
(867) 777-2737
(867) 777-2135 – FAX

Coordinator
Inuvialuit Cultural and Resource Centre
BOX 2120
C/O 107 MACKENZIE ROAD
INUVIK NT X0E 0T0
(867) 777-2595
(867) 777-2799 – FAX

North Slavey:

Chairperson, Sahtu Secretariat Inc.
BOX 155
DELINE NT X0E 0G0
(867) 589-4719
(867) 589-4908 – FAX

South Slavey:

Grand Chief
Deh Cho First Nations
BOX 89
FORT SIMPSON NT X0E 0N0
(867) 695-2355
(867) 695-2038 – FAX

Languages Coordinator
Deh Cho Dene Zhatie Program
Deh Cho First Nations
BOX 118
FORT PROVIDENCE NT X0E 0L0
(867) 699-3502
(867) 699-3210 – FAX

GOVERNMENT OF CANADA

Department of Indian Affairs and Northern Development

Cultural/Educational Centres Program
Learning, Employment and Human Resources Directorate
Socio-Economic Policy and Programming Branch
Department of Indian Affairs and Northern Development
Les Terraces de la Chaudière
10 Wellington Street, North Tower, Room 1950
HULL, QUEBEC K1A 0H4
(819) 997-8396
(819) 994-0443 – FAX

Health Canada (Aboriginal Head Start Program)

Program Consultant
Population and Public Health Branch Alberta/NWT
Health Canada
#815 CANADA PLACE
9700 JASPER AVENUE
EDMONTON AB T5J 4C3
(780) 495-5122
(780) 495-5537 – FAX

Department of Canadian Heritage

Native Citizens' Programs

- Aboriginal Representative Organizations Program,
- Aboriginal Friendship Centre Program,
- Aboriginal Languages Program,
- Aboriginal Women's Program, and
- Northern Native Broadcast Access Program

Manager
CICD, NWT District
Canadian Heritage
5120-49 STREET, 2nd FLOOR
BOX 460
YELLOWKNIFE NT X1A 1P3
(867) 669-2805
(867) 6692809 – FAX

OTHER AGENCIES

Aboriginal Peoples Television Network

339 PORTAGE AVENUE, 2nd FLOOR
WINNIPEG MB R3B-2C3

(204) 947-9331
(204) 947-9307 - FAX

85 ALBERT STREET, SUITE 110
OTTAWA ON K1P 6A4
(888) 278-8862
(613) 567-1834 - FAX

Canadian Broadcasting Corporation

Regional Director for Television
BOX 160
YELLOWKNIFE NT X1A 2N2
(867) 920-5400
(867) 669-3574 – FAX

Dene Cultural Institute

Executive Director
Dene Cultural Institute
BOX 3054
HAY RIVER NT X0E 1G4
(867) 874-8480
(867) 874-3867 – FAX

Dene Nation

Executive Director
Dene Nation
BOX 2338
YELLOWKNIFE NT X1A 2P7
(867) 873-4081
(867) 920-2254 – FAX

Inuvialuit Communication Society

Executive Director
BOX 1704
INUVIK NT X0E 0T0
(867) 777-2320
(867) 777-2744 – FAX

Languages Commissioner of the NWT

Languages Commissioner of the NWT
Office of the Languages Commissioner of the NWT
#19, 4915-48 STREET
PANDA II CENTRE, 3rd FLOOR
YELLOWKNIFE NT X1A 3S4
(867) 873-7034
(867) 873-0357 – FAX

Native Communications Society

Executive Director
Native Communications Society
BOX 1919
YELLOWKNIFE NT X1A 2P4
(867) 920-2277
(867) 920-4205 – FAX

NWT Literacy Council

Executive Director
NWT Literacy Council
BOX 761
YELLOWKNIFE NT X1A 2N6
(867) 873-9262
(867) 873-2176 – FAX